



**Rethinking of English Graduates' Employability: The Role of
English Communication Skills Courses of Private Universities in
Bangladesh**

Submitted By

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Declaration

I would like to declare and confirm that no part of the material offered in this thesis has previously submitted by me for a degree at the present or any other university.

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Certificate

This is to certify that the work incorporated into this thesis, entitled "Rethinking of English Graduates' Employability: The Role of English Communication Skills Courses of Private Universities in Bangladesh," was carried out by Masnadul Ferdus under my supervision.



09-06-2024

Supervisor Signature

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Abstract

There is a rising concern about employability, which has improved in the last few decades due to the growth process and global competition. This research aims to reconsider English graduates' employability and the role of English communication skill courses at private universities in Bangladesh. The study also intended to reconsider the performance of private university English graduates in the job market in Bangladesh by reviewing the prevailing research and providing recommendations to diverse stakeholders about employability. For this explanatory research, a mix of both qualitative and quantitative methodologies has been used to analyze the research data. A self-administered survey instrument was developed after validation and revisions based on the pilot study. This questionnaire was given to, in total, 200 students who have completed graduation or are in their final year of studying in the English department and are trying to get the expected jobs. Among them, 171 usable responses were collected and used as the sample of this study. Ten open-ended, in-depth interviews were conducted with HR personnel from the different multinational and private service sectors.

The findings have shown that English communication skills courses are contributing to English graduates developing their communication skills effectively at the national level. However, that improvement level is not familiar or applicable to all English graduates internationally. From employers' perspective, English graduates are performing 'good' in the present job market-though course upgradation is highly required to meet the international demands at present and the future work environment.

Key Words: Human Resource, English Communication Skill Courses, Employability

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Chapter One

Introduction

1.1 Area and Topic

A skilled workforce in the economy is essential for national growth and development, as well as economic and social stability; the lack of preparation of young people with employability skills has a dangerous, lasting negative impact. Sustainable socio-economic development also holds an exceptional place in the lives of many developed countries, especially the developing ones like Bangladesh, for having a prosperous and healthy life for its citizens. It must have a planned development process, and to realize this process, human capital endowed with skills is mandatory. Thus, education for creating skilled human resources is fundamental and one of the principal concerns in the development process that is required by sustainability. It is also a career plan goal for any person. Planning is vital for running or managing an organization, and it is imperative for each human being to prepare a career plan because it is crucial for their own family, society, and the nation as well. However, it remains a highly crucial driver of development. Presently, Bangladesh is enjoying a 'demographic dividend,' and it is said that if this opportunity is capitalized on, it will bring rapid national development as expected and set by Vision 2021 (Islam, 2017).

In addition, the idea of graduate employability is shifting rapidly due to various reasons such as political, natural, and economic circumstances, recession, war, and, very recently, the outbreak of COVID-19. Hence, the researcher believes that there is still a need for further investigations into this specific and vital area of business and economics.

Numerous theoretical and empirical research studies have been conducted that

enriched academia regarding graduate employability (Jayasingha & Suraweera, 2020). Following different studies, it appears that graduate employability gives the impression of suffering from the problem of a lack of theoretical control. In addition, the idea of graduate employability is listed by Rothwell, Herbert, & Rothwell (2008). The concept of employability can be analyzed from the workforce perspective as the Human Resource Strategy and the individual or adapted perspectives of the employees. According to Behle and Atfield (2013), employability attitudes differ considerably between students and employers. For overall and practical career development, students need to be aware of the concept of self-perceived employability (Redmond, 2010). As a psycho-social construct, employability can be defined as an individual's ability to find and sustain themselves in a job environment that is evolving at a breakneck pace.

This study resorted to a review of the prevailing literature not only in the context of Bangladesh but in other countries as well. The main focus of the review was on the studies carried out to understand and analyze the market for expatriate graduates; it comprises identifying features affecting demand for overseas workers, as well as the level and trend in international migration. The findings discovered that the business graduates of Bangladesh possessed a noteworthy lack of employability skills, such as insufficient teamwork skills, a lack of communication and interpersonal skills, an inability to learn and adjust to the environment, a lack of negotiation skills, and a shortage of organizing skills (Milon, Islam, & Khan, 2021).

Employability helps to realistically focus on capabilities to adapt and customize individual academic skills to produce more tangible educational outcomes that guarantee employment (Akter, 2020). It benefits students by allowing them to contribute to employment in terms of understanding, talents, attitudes, and abilities (Mason, Williams, &

Cranmer,2009). Furthermore, the business world demands graduates to be well-equipped with suitable practical skills, besides soft skills like entrepreneurial spirit, innovation and creativity, leadership, and critical thinking, so that they can quickly enter the job market after completing graduation (Milon, Islam, & Khan, 2021). Employability is a difficult concept to measure and define (Harvey, 2020). Pegg et al. (2012) found employability as a new challenge. Employability is not easy to measure (Dacre Pool & Sewell, 2007). In the words of Sherer and Eadie (1987), employability skills such as oral and written communication, the ability to work in a team, and interpersonal skills are foundational to both academic and workplace success.

Dacre, Pool & Sewell (2007) described employability as having “a bundle of skills, knowledge, understanding and personal attributes that a candidate is likely to find and obtain jobs that meet their needs and which are challenging. The two also identified three critical constructs of employability. Employability assets can be defined as the individual’s employability capital, which comprises their knowledge, skills, and attitudes needed in the job market. The second category is labeled “deployment” and entails career management skills as well as job searching skills. The third one is what Hillage & Pollard (1998) described as “presentation skill” regarding “job getting.” The author also stresses that, to utilize their so-called “employability assets” up to their full potential, one has to take into consideration not only a set of circumstances in the person’s life (such as having family responsibilities) but also external factors, including the current state of the labor market.

In this regard, employers have to provide interns or students with work placement opportunities or help them transition into the working life. Graduates have to take full accountability for their occupation, self-management, and self-assessment. Graduates and specific stakeholders like universities, employers, and relevant professional organizations

have a shared responsibility for the growth of certified skills of new university graduates and to leverage these skills during and post-university by expanding skills development.

Employability skills as a concept have been studied over the years by many researchers across the globe. For example, Farjaryati et al. (2020) focused on an SLR to obtain a list of employability skills sought by employers in the chosen career area and strategies for their integration into the process of teaching. In conducting the study, 66 journals were reviewed, and the findings established that the crucial skills required for workplace compliance are communication, working in a team, solving problems, and using technology. Due to this, there is a need to subdivide and probably have a deeper insight into these skills, as they may be complicated and subtle. The GEMS Project, which started at Monash University in the UK in 2016, aimed to solve employers' concerns about the suitability of newly graduated science graduates in the workplace. This project studied skills demanded by science graduates and those that their employers required, as well as developed strategies for incorporating these skills into undergraduate programs. Industry, including sector one and sector two employers in the UK, suggested that they required graduates to demonstrate discipline-specific knowledge and skills in addition to communication, leadership, and management skills (Sarkar et al., 2016).

García-Álvarez et al. (2022) synthesized 52 articles reflecting the US experience in the systematic review, with articles accessible from 2008 to 2018, to know employers' perception of TSC-Employ. The various skills that received attention include job-related basic (JRB) skills, socio-relational (SR) skills, and self-management (SM) skills, since the job market is constantly changing and uncertain. It was revealed that, on the one hand, both the specific technical or academic knowledge and, on the other hand, the interpersonal or self-organizational skills played a significant role in bolstering individuals' applicability to

the ongoing changes in work requirements. This view is also appropriate for employers in Uganda, who generally saw graduates from selected universities as being socially, individually, and occupationally suited for the workplace. Hernández-March, Monti, & Sánchez (2019) adopted a qualitative methodology in their study, precisely, face-to-face semi-structured interviews with human resource managers and company directors from 872 surveyed Spanish companies. Regarding the realism of the study, the importance of the knowledge required by employers in specific fields of the industry in terms of technical content, teamwork personality, and work motivation was the focus of the study. Other non-cognitive soft skills related to the mental aptitude of the candidate, such as communication skills, computer skills, and language, were also considered to be relevant.

1.2 Background of English Education Policy of Bangladesh

When Bangladesh gained independence in 1971 through the compilation of the constitution of 1972, Bangla got recognition as the national language (section 3, The Constitution of the People's Republic of Bangladesh). In the event of any confusion between the Bangla and English versions of this constitution, it has also been mentioned in section 153(2) of the constitution that acceptance of the Bangla version of the constitution has to be first preferred. Bangla was also elevated to a higher rank across all spheres of society, especially in educational institutions, which was not feasible then, since it resulted in the deterioration of English standards among learners. It also had the effect of relegating English from a second language to a foreign language upon default (Hamid and Baldauf, 2014). Continuing with the insight on the problem of unsatisfactory quality in ELT, Hamid (2020) identified this issue due to the inadequate language policy and planning (refer to Table 1). Bangladesh does not have a self-evident and strategized language policy, and it has invariably been tenacious. Consequently, there is a disparity between Bangladesh's policies

and the practice of language (Rahman, 2019).

Figure 1

Timeline of policy formulation of English education in Bangladesh

Year	Changes in Policies
1972	First Education Commission, Qudrat-e-Khuda was prepared. The constitution written in Bangla with no mention of the status of English.
1974	Report of the National Commission on Education. English as a compulsory subject in year 6 to 10. "Use Bangla as the medium of instruction at all levels of education to make our educational schemes successful. Bangla must be used as a compulsory language up to class XII."
1975	English Language Teaching Task Force was setup. "English should be taught compulsorily either from class III or class VI. If English is made compulsory from class III, English language and training in teaching English should also be made compulsory at each Primary Training Institute."
1976	English to be introduced from year 3 to 12. The National Curriculum and Syllabus Committee (NCSC) was formed. A high-powered English language teaching workshop evaluated the teaching of English.
1977	Kazi Zafor Commission Report
1978	National Curriculum and Syllabus Formulation Committee Report published. New textbooks based on NCSC's recommendations begun to be written by groups of ELT specialists with native-speaker ELT specialist support.
1983	NCSC dissolved and NCTB, a permanent government body was setup. Mojid Khan Education policy report was prepared.
1986	Graded English textbooks for school years 3 to 12 were completed by NCTB. English to be introduced from year 1 to 12.
1988	Mofiz Uddin Education Commission
1992	The Private University Act passed by the parliament. Introduction of English medium universities in private sectors. The Government of Bangladesh passed an act for the reintroduction of English at the tertiary level. The Government made English a compulsory subject for all B.A. Honours and Pass course students and declared that there would be a two-year English language course carrying a total of 100 marks.
1994	English to be re-introduced in the BA courses.
1995	New communicative English curriculum and textbooks was introduced.
1996	Introduction of one year English foundation course at public universities.
1997	The ministry of Education raising the retirement age of all English teachers by three years. Prof. Shamsul Haque Commission: "Given the fact that the learners in Bangladesh have limited opportunity to use English and also, the country lacks efficient teachers in English, the committee recommended English Learning at the primary level from Class three (Education Commission Report, 1997, 5.3:43)."

2001	Professor MA Bari Commission report submitted
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Note. Reprinted from *English language policy initiatives and implementation in Bangladesh: Micro political issues* by S. Rahman, *Asian EFL Journal*, (88), 2015. pp. 59–96.

Universities have been playing a vital role in the gradual development of Bangladesh in the context of educational sciences. This can be evidenced by the fact that the students and teachers of Dhaka University, which was established in 1921, actively participated in sparking the national liberation war that resulted in the emergence of the independence of the country. Other universities of Bangladesh in both the public and private sectors are also serving an analogous role, not only in conferring degrees but in turning out a competent workforce for countless sectors of the economy, filling in the roles of capable citizens and thereby positively contributing to improving the quality of life within society in total.

In fact, in Bangladesh, the university system had been limited to only seven public universities for those seeking to advance their education before 1992. Since the few public colleges and universities had very few seats to offer, potential students were unable to secure admission. Also, due to violence on campuses, too many students in a class, and a deteriorating standard of education in Government universities, many students were compelled to go abroad for higher studies (to nations such as India, Cyprus, Thailand, Philippine, Malaysia, Singapore, England, etc.). Along with these challenges, some other factors, such as the outdated curriculum, traditional methods of teaching-learning, inadequate reference books, etc., set the stage for private institutions in Bangladesh.

However, to alleviate the situation, the Government of Bangladesh, or GOB, enacted an act permitting the formation of private institutions in 1992. Thus, there is patriotism and a

realistic belief about establishing a private body in Bangladesh. It is when people change their minds despite many of them being against the establishment of private institutions. Still, there is a perceived view that some of the private universities are not only meeting the aspirations of the Bangladeshi students but have also been able to gain the influence of international students, which in turn is a great success for both the private establishments and the state. The private universities in Bangladesh have great potential to make a solid economic impact in the country if the official authorities take adequate action to ensure quality. First, it contributes to Bangladesh by preventing Bangladeshi students who want to study in other countries from doing so; it reduces the expenditure of Bangladeshi foreign currency. Secondly, they ensure that Bangladesh receives more foreign currency for its educational services due to increased international students. Another open characteristic of these universities is that they have adopted the American system of education as contrasted with the British. Accredited institutions offer credit-based four-year bachelor's degree programs. Consequently, this technique has become equally popular in Bangladesh (Hoque et al., 2013).

The growth of Private universities in Bangladesh started with the passage of the Private University Act of 1992, after which a significant increase in the number of private universities was found, especially in the cities of Bangladesh, including Dhaka. Regarding the medium of instruction, there was no clear idea which has been implicated or pointed out that in all private universities, the medium of instruction must be English language syllabi. In private universities, are indeed pragmatic and are based on the student's further enhancement of the four skills, namely, reading, writing, listening, and speaking. These universities have compulsory Basic English and Communication programs added to standard curriculum packages. Preliminary language courses offered in these universities vary slightly, and the

goal of these language courses is to develop students' reading, writing, listening, and speaking skills to enable them to secure employment in the job market. Instrumental in the creation of productivity, creativity, entrepreneurialism, gender equity, and social-cultural advancement, higher learning is an essential tool (Miyani, 2008).

In the past few years, the globalization of the economy across developing countries has been on the rise. Thus, there is a desire to master the English language as a tool for the attainment of economic advantage. At the same time, proficiency in English has emerged as one of the most significant topics deliberated in the proceedings on what defines superior quality human capital and what skills are desirable by the labor market to build up superior economic value. It has been observed that good English skills are always a hidden agenda in national and multinational firms. (English is also often cited as part of the 21st-century skill set, and an 'A need' or 'a necessity') for participation in the comprehension of the world economy. This is highly current in developing countries that see English as the 'gate' to higher values and knowledge-based economic activities deemed to spur socio-economic development. Roshid & Chowdhury (2013) explored the previously unstudied affiliation between English language aptitude and employment and the achievement of Bangladeshi graduates in Australia to examine how English language skills influence the employment mechanism in the Australian job market for graduates from a non-English speaking South East Asian country.

Another work by Harvey (1990) claims about the impacts of international literacy skills, particularly ability in technology and English, whereby the thinker at this moment stipulates that globalization has intensely influenced the political, socio-economic, and cultural fundamentals of societies. As a result of such a twist caused by globalization, every country is in the process of trying to provide at least the necessary tools to support global

literacy skills. In light of political and historical factors, as well as its global utilization in a wide range of fields such as international communication, which Kennedy (2010) noted; business transactions; science and technology; tourism; academia and media, which Manivannan (2006) has observed, English has become the de facto lingua franca of international communication and a much-desired commodity. Crystal's (2003) involvement in the global economy has led to the 'actual boom' of foreign investment in most of the ex-colonized countries. It helped create jobs within organizations where English language understanding is an essential requirement for employment. Participation in the global economy has led to "an explosion" of foreign investments in most former colonies and has opened job opportunities where English proficiency is a prerequisite for employment (Tollefson & Tusi, 2014).

At the moment, dynamic and more radical shifts in the process of economic growth in all countries of the world require new demands for employability skills in the workforce. Employment is now highly selective, and employers only seek employees with the knowledge and relevant skills needed in their organizations. As much as bosses want the best results for their work, they expect graduates and new workers to deliver excellent performance. Accounting technical skills are therefore essential to be in line with global market employment standards. The expectations and perceptions of employers employing the employees contribute significantly to the level of employability skills required (Yusoff et al., 2012), academically and exceptionally in terms of communication skills – listening, speaking, reading, and writing. This is because many of these graduates are likely to be in the middle or early stages of their employment careers inside and outside the country.

The primary objective of this study is to rethink and assess their communication skills, which might have broadened and strengthened their employability scope worldwide.

Hence, the research questions are formulated as follows:

1. To what extent do the English communication skills courses improve the English language competence of students graduating from private universities in Bangladesh?
2. What challenges do students encounter in learning English communicative skill courses at private universities?
3. To what extent do the outcomes of such communication courses meet the objectives in the academic and professional careers of students graduating from private universities?

1.3 Existing Research Gap

The previous studies were not centered exclusively on the employability skills of private universities' English graduates; instead, they went hand in hand with numerous other related issues. There have been a remarkable number of studies conducted on English language courses of private universities in Bangladesh though the impact of those courses in students' career has not been found. More specifically, the performance and contribution of English graduates in job market through English language communication skills has rarely been identified.

The focal research breach is- to discover the role of English communication skills courses on English graduates in making new employment. One of the aims, is to refill the gap of different investigations to find out the degree of employability status of communication skills in English language upon taking English communication skills courses in their graduation or post-graduation program at tertiary level in Bangladesh. The other uniqueness of this study is to illuminate the input of English graduates of the private universities in our national economy. Lastly, the research also seeks to establish a new relationship between all

the stakeholders to enhance employment opportunities both internally and externally within and beyond the country.

To indicate the particular gap among previous research this study adopts a pragmatic philosophical stance, emphasizing practical outcomes and real-world applications. Pragmatism is particularly suited for research that aims to address concrete issues and produce actionable solutions. In the context of this study, the focus is on understanding how English language proficiency can enhance employability, thereby directly impact individuals' career prospects and contribute to societal development.

Therefore, it can be said that all these above-mentioned queries have never been identified in prior studies directly; though numerous investigations are available related to English language proficiency at tertiary level.

1.4. Rationale

More than thirty years have already passed since the enactment of the Private University Act. Now, it is time to seriously question the impact of the communicative skills courses provided by private universities of Bangladesh both inside and outside of the country. Being a relatively new area, there are a few studies on higher education in Bangladesh; however, there is no study conducted on the impact of the private university English graduates on the labor market and how English graduates facilitate the enhancement of the work abilities of the people (Alam et al., 2021). Therefore, this study aims to discover what employers expect from English graduates to enable them to make correct decisions that would prepare them for the job market. In this regard, it is imperative to identify what employers demand from English graduates to make graduates more suitable to fit into the challenging job market.

This study reconsiders the employability skills of English graduates along with their practical communication skills in the contemporary environment of the workplace and academic institutions. There appears to be an agreement in the fact that, given the vast responsibilities entailed by different organizations, the organizational structure does require a professional and skilled worker in the various aspects of communication. The activities can be from simple paperwork to writing emails to donors, talking to several donors, local and government organizations or institutions, and delivering services to the community people in the rural and urban areas, if the case.

1.5. Research Design

For this explanatory research, a mix of both qualitative and quantitative methodologies has been used to analyze the research data. The deployment of primary data is central to the present study, which is generated through the development and utilization of diverse research instruments such as surveys, key informant interviews, and in-depth interviews.

The survey of different private university English graduates followed systematic random sampling techniques and covered a total of around 200 samples. These included, 10 employees, 60 Master's level students and 111 other English graduates covering different segments of the population. Ethical considerations were addressed in collecting and analyzing the data, giving utmost importance to avoiding human rights violations.

A 5-point Likert scale was used to collect and analyze the numeric data. The questionnaire includes both open and closed-ended questions. The study is empirical, where the convenience sampling method has been used to collect responses from 200 students from three private universities in Bangladesh by using a structured questionnaire. The study used

the employability scale developed by Rothwell, Herbert, & Rothwell (2008). Variables were measured on a 5-point Likert scale (1=strongly disagree to 5=strongly agree).

Based on the cross-sectional survey, the study has also received views and opinions from 10 interviewed HR personnel from various job sectors. In assessing the research questions, the study employed a qualitative research design to establish the employers' views and experiences on the competencies of graduates in terms of employability skills as provided by private university English graduates. To target HR in various fields, a purposive sampling method was adopted for selecting the sample of HR. In a case where the analysis of the data required probing into more details, semi-structured interviews were used so as to capture the richness of the information needed, including endowments, social skills, as well as the job-essential skills as identified by the HR of the selected firms. Regarding the interview investigation, thematic analysis was applied, enabling the revelation of patterns and themes with the help of which it is possible to gain an essential understanding of the employers' opinion about the competencies of the graduates and their correspondence to the necessities of the working environment. In terms of data analysis tools, the study made use of several techniques, like charts and diagrams, simple tables, and so on.

1.6 Limitations

The research has some limitations- only three private universities were selected on this study, and they are located in Dhaka. Universities from other areas of Bangladesh are not included as well. The university cannot be chosen at random, so the selected universities are prioritized.

This study was time-consuming, students also had a problem giving adequate time to fill up the questionnaire. Since the topic of the questionnaire prioritize students' preferences

and the teachers' remarks about the utility of the English foundation course, aided by the results of the study of three private universities, it seems rather challenging to make a generalized conclusion. Thus, the outcome of this research would have been adequate if more universities had taken part and if observation of at least a class could have been made for data collection. There were some limited respondents provided due to the sample size and composition. Some respondents offered little support when filling out the questionnaires. Another constraint of the study was that since the data collection was limited to Dhaka city.

Chapter Two

Review of the Related Literature

This literature review compiles a set of the most significant studies on the employment, skills and growth of English graduates in the economic sphere. This review can be helpful for policymakers to understand and ensure the purposes and practices related to educational reforms in English language learning, teaching and assessment for tertiary level.

2.1 Purpose of Education

To the sociologist, education occurs in context, in society; education is thus a social activity. Durkheim (1950) argued that 'Education for everybody' or rather an ensemble of educational values, determines the ideal for the given society and each concrete sphere of societies functioning realizes. If they have to give each other any reasonable measure of cooperation, then only can society exist as a viable entity. Reliance on education also maintains this uniformity through the schooling of a child.

An initial prerequisite for the conception of collective life and its requirements at any given period is the recognition of at least those elements that are most identical at the outset, as well as the ability to comprehend them. Yet on the other hand, it is obvious that without certain diversity, all cooperation is inexpressible; education disseminates the persistence of this necessary diversity by being itself diversified and specialized. This, however, has been done swiftly and efficiently so as not to cause inconvenience.

It can therefore be said that, education is a way of managing the individual self and the collective self. The process of teaching and learning values and bookmark habits is practiced within a particular culture and society. Discipline is the child 's way of entering

society. This assertion shows that discipline is actually the introduction of the child to society. This is the reason why it can be stated that understanding it is very important to approach the academic field and analyze education through the sociological lens.

- Education is everything that details the practices and customs of a given society, or the members of a given society have learned. Not one of them is inborn biologically.
- But compared to all other primates, the human infant is extremely perceptually experienceable. That is, he is capable of thereby, implying something that enables him to construct a broad set of assumptions about the environment, knowledge, and abilities for controlling it, and attitudes for doing so.
- It is entirely helpless and remains as such for a long time, for the support of its needs.

Thus, he is not capable of making human characters in them that are subjects of revelation and development without an immense amount of assistance that may be offered to a person by other individuals, and may be prior or purposeful.

2.2 Sociology of Education

The sociology of education mainly encompasses the analysis of education structures, patterns and practices that are from a sociological view. This implies that the theories, means, and suitable sociological questions are applied to enhance understanding of the functions of educational institutions and their connection with society, both on the micro and macro levels. Classical antecedents, although Karl Marx (1818–1883) failed to incorporate education into his ideas about capitalism and social class. However, the former did make the latter's reference to education quite frequent in the context of class struggle. They demanded education for all, but what they meant by education was the kind of education that was to be imparted to the working men's children and how this education was to be used to put and

maintain the children of the working class in their rightful place belonged to the ruling class, the bourgeoisie. While education was not core to Marx and his perspective on society, he paved the way for what later developed into the neo-Marxist sociology of education. This perspective can be closely associated with reproduction in education theory, which states that education is perceived as a means of reproducing the class structure of society and thus reproducing the advantages of the ruling class.

The sociology of education does justice to both domains of education and sociology, as it has a massive impact on the understanding of the processes occurring in education. As a reference for the preparation of prospective teachers and a source of information about schools for the government, it has sustained for many years now the reminder of the social reality of what happens in schools. These conflicts inside the sociology of education shall persist, but this doesn't impede the subdiscipline from growing and beckoning diverse experts of different sophistication, hence witnessing their strength. Be that as it may, the sociology of education, on the other hand, draws attention to the social context of educational structures and processes; and its role, due to its social perspective, will remain indispensable for understanding and transformation of educational systems and particularly as the systems evolve from one social need to another and change technologies.

2.3 Socio-Economic Roles of Education and Communication

Communication is - acting as a gate keeper to employment opportunities in terms of socio-economic approach. Employers tend to appreciate good communication abilities, both verbal and written as reflector of professionalism, leadership and flexibility. According to Heller (2010), language and communication are becoming commodified i.e. they are being approached as commodities and part of a marketable skill with benefits of a direct economic nature. Communication is directly connected to the commodification of which - explains why

it is a key determinant of success in the labor market.

Meanwhile, the social stratification is strengthened by the role of communication. Bourdieu (1986) suggests that those individuals who have more access to cultural resources such as being able to command the major forms of languages can more easily transform this capital into economic capital. Contrastingly, marginalized groups not able to access privileged modes of communication usually experience hindrances in education and employment hence perpetuating inequality. Communication as Fairclough (2001) stresses is so much tied to power relations in which entry to some form of discourse will or will not lead to entry into socio-economic opportunities.

Communication has become both a social resource and a personal skill in the new world of knowledge economy. It eases the process of collaboration, negotiation and networking- aspects relating to social capital (Bourdieu, 1986). Good communication networks are more employable and upward mobile whereas poor networks can limit opportunity. Thus, communication has an individual and social economic role, which is reflected as an intermediary between cultural resources and economic results.

According to Chaudhury (2010), English communication skills are becoming an important requirement in Bangladeshi labor market, especially in the corporate world where oral and written communication in English are being taken into consideration as a measure of professionalism. Her writing emphasizes the fact that English is not only an academic need but a socio-economic tool, which directly correlates to career advancement and getting a job.

Such a view is similar to the concept of linguistic capital suggested by Pierre Bourdieu (1991) according to which the proficiency in language as a type of cultural capital could be translated into symbolic capital and economic capital. As an example, in Bangladesh, students who are more successful in learning English have a higher chance of

being hired in multinational corporations, NGOs or international organizations-where English is the main medium of communication. The point of Chaudhury to align the curricula to English, with communicative and professional interests shows how a school is involved in mediating access to linguistic capital and consequently social mobility.

Moreover, the applied research is related to the wider discourse of the commodification of language (Heller, 2010), in which English is being sustained as a sellable art in the global economy. This implicitly reinforces the point that Bourdieu made in arguing that access to the privileged modes of communication is distributed unevenly, and thus supports the status of social inequalities that already exists (Bourdieu, 1986). The scholarship therefore reveals the ways in which English communication in Bangladesh is entrenched in larger socio-economic systems, which serve as an instrument of empowerment and a means of inequality at the same time.

Education similarly performs additional function of creating many job opportunities to become available as others are following. Those with high achievement will be trained for coordination of planning and delivery across departments. The most crucial sector in the economy and in return receive the highest wages and salaries. Those who achieve the least will be consigned to the least 'challenging' (in terms of mental ability, if not physically) tasks, and hence the least income. Coax & King (2006) identified that employers' skill sets relate to long-term employability as opposed to short-term employment. These definitions can usefully inform the design of a degree scheme. Alam and Sharmin (2023) discussed in their research a connection between the theoretical examination of human capital development and language programs. Their findings also indicated that language programs have a positive impact on an individual's hard and soft skills development in the form of employability and individual wages to achieve economic growth.

Communication is very crucial in education to determine the socio-economic opportunities because it mediates educational opportunities, job and social mobility opportunities. Linguistic capital was proposed by Pierre Bourdieu (1991) who argued that language can serve as a type of cultural capital which could be traded to give social and economic returns. The ability to learn a prevailing or a prestigious language (e.g. English in international markets) gives people symbolic power making them more competent, educated and employable. Therefore, communication is not only a channel of expression but also a resource that organizes inequality in the society.

2.4 Competencies for English Graduates and Human Capital Theory

The human capital theory and its primary goals became apparent by the early 1960s when academics such as Becker (1964), Theodore Schultz (1961) and Jacob Mincer (1981) extensively focused on the definition. The term ‘human capital’ appeared for the first time in 1961 in Theodore Schultz’ ‘Investment in Human Capital’. Schultz speaks of human capital for the training and education discussion, wherein he explores such productivity of human resources; besides, he also looks into human capital with socioeconomic progress. The human capital theory was popularized when Becker became the recipient of the coveted Nobel Award. The relationship between skills and training on one side and income or salaries on the other side is interrelated (Wuttaphan, 2017). Applicants who have better language skills, ability, and competence can be considered more suitable for a job by the employer, since the employer will be hiring someone more qualified for the job who has better communication skills. Becker (1964) maintains that every job holder possesses certain characteristics or skills that can be developed or acquired through a process of training and learning. He embarked on determining the rate of returns for individuals based on their abilities and efficiency in the enhancement of self, especially through education.

Human capital development is about the Government and organizations spending on human capital through education, training and health. They finance working capital because they consider employees as assets and believe that, in return, they will recover that investment and future returns will be gained. Backer (1964), in his study of human capital, stated that human capital is a physical production factor. Indeed, consumables may be defined as investments, because a particular individual puts a stake in education in the hope that any acquired information might propel them up the career ladder. Davenport (1999) said that human capital included skills, knowledge, competence, personal talent, better behaviors and effort when those four have been added together over time. In a broad sense, human capital refers to the basis of a person's knowledge or attributes, whether natural or learned, that contribute to their productivity. The advantages are obvious: it provides an opportunity for society to take factors such as schooling years and other qualities into account when investing in human capital. These are the personal characteristics that are relevant for a job, the previous work experience and the approach to the work performed. The employability skills that human capital accumulation brings reflect the experience that graduates have in the workplace. It might be generalized at a certain point that human capital investment indeed provides solutions to all aspects of discrimination in the labor market (Tan, 2014). Ulrich (1998) noted that in the decade of the structure of labor and business functions, human capital was viewed as a cost that was to be cut. However, the people are called human assets, which in turn gives the world a production factor known as human capital.

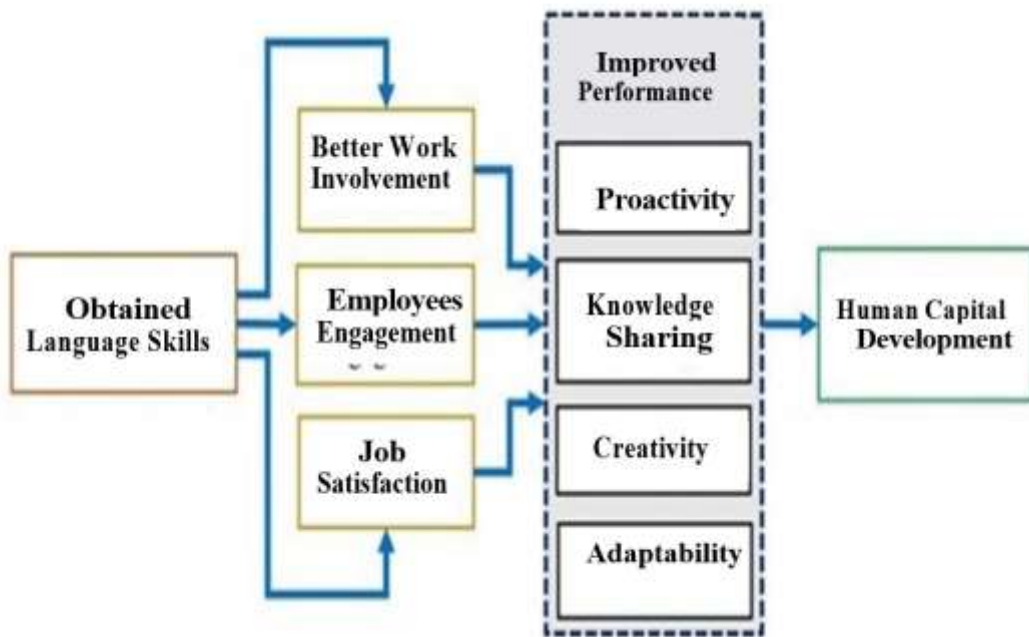
Thus, such ego-oriented terminologies have recently come into practices as well as legislation. At the same time, the concepts associated with input factors, which are education and training, have come down drastically. Conventionally, the training was restricted to certain sectors of the economy and specific vocations and trades only. The advancement in

technology has significantly reduced the significance of pre-service training, as explained earlier. Instead of that, it focused on the irrelevance of attrition rates and the importance of retaining and continuing learning. Moreover, Singh (2012) asserted that human capital is conceived as a resource that needs to be developed and utilized in concert with multi-dimensional technologies. Thus, it was viable to achieve a narrowed education training gap, alleviated by modern advancements in technology. Even less so in a post-industrial environment which leans more toward service production than the process as such. It also ceases to be viable where as in the productive sector, the main focus is placed on raising intelligence.

The process model by Eldor and Harpaz (2016) for employment skills development and consequent employment sustainment is illustrated in Fig. 2. In this way, they achieve language competencies and enhance performance, which enhances the stability of the model. The learning of foreign languages results in an improvement in the work situations that people get involved in, interaction with co-workers, and job satisfaction. As a result, performance is enhanced as the individual becomes more proactive, while waiting time is eliminated and there is a reduced communication breakdown making it easier for the workplace to become more flexible. Therefore, language learning capabilities, which form a pivotal aspect of human capital, are significantly related to the enhancement of sustainable employability.

Figure 2

A Process Model of Human Capital Development



Note. Adapted from *The organizational antecedents of employee engagement* by P. Eldor & I. Harpaz, 2016, *Human Resource Management Review*, 26(1), p. 36.

Generic skills are a list of skills that one attaches to the possibility of generalized application in specific fields or situations. Nine potential areas of generic skills already distinguished are interpersonal skills, innovative and analytical thinking skills, verbal communication skills, collaborative skills, information competence skills, writing skills, self-recognition skills, the ability to learn and transform, and decision-making skills. This can raise the employment prospects of such graduates to a reasonable job- as employers, academicians and universities need to take necessary actions to address the poor employability of graduates in the Bangladeshi market.

Furthermore, the ACCI and BCA (2002) project identified eight key skills: interpersonal and communication skills, teamwork and team roles, critical thinking and

problem-solving, motivation and work initiation, planning and organizing self, personal development and responsibility, learning, and use of IT (ACCI & BCA, 2002). On the other hand, employers have been more inclined to identify problem-solving, communication, and teamwork skills among the requirements for research (Harvey, Geall & Moon, 1997). Kavanagh & Drennan (2008) remark that accounting programs are still struggling to train students with the easy-going, professional, and business-context skills employers actually want. Unless universities step up, they will be unable to match up with graduates will keep missing the mark on employability.

A comparison of skill sets revealed that- while students possessed certain generic skills, they were insufficient to suit the employers' demands, urging for more emphasis on the enhancement of such skills, thereby calling for the integration of work-integrated learning into the curriculum is required. Additionally, given skills are characterized by the transferability of skills. While discipline-specific knowledge is becoming obsolete and unable to carry out different jobs, the generic skills never become useless and can be exported to other fields (Kavanagh & Drennan, 2008). Therefore, developmental intervention towards the enhancement of students' generic skills at Higher Education Institutions (HEIs) in Bangladesh is crucial, as students equipped with generic skills are likely to have better employability. Because of increased competitiveness in today's challenging job market in Bangladesh, merely having excellent disciplinary knowledge alone is not sufficient to obtain a job place; therefore, integrated learning aimed at developing generic skills is highly necessary.

2.5 Correlation between English and Higher Education in Bangladesh

It is worth mentioning that teaching English has been part of Bangladesh's higher

education system, and it has been practiced in different educational institutions for many years. After independence in Bangladesh, English education was reduced. While learning, the teaching process was shifted as Bangla was used in most of the bureaucratic fields. As a reaction to the demands of the new circumstance, books were translated into Bangla for purposes related to the educational institutions, including universities. Therefore, from schools and universities, a pure, grammatically correct English gradually diminished, and the use of slang and improper English grew (Choudhury, 2001). Nevertheless, more than 95 % of the texts and reference books still are in English; therefore, in this respect, Bangla has not been successful in becoming a sufficient medium of higher education (Banu and Sussex, 2001) which means that it is imperative to devote time, efforts and energies on the teaching learning of English (Alam, 2001). Since English is now such a fiercely competitive commodity in the employment market, the public universities have had to align themselves with the demands of contemporary trade and commerce activities to ensure that their alumnae will be able to find their respective foothold in employment. Regarding this, to enhance the English language fluency of graduates, since the 1994-95 academic sessions, EAP courses have been offered in the freshman year in all public universities. This was made mandatory by the Ministry of Education and the University Grants Commission on the part of all universities. Because of the implementation of Bangla for higher education in Bangladesh has established the bitter fact that it lags behind the neighboring countries in global access to the world (labor) market. This has ensured that English assumes a pragmatic liberalism as the modern-day fortune and charge with the important responsibility of defining the nation's development and socio-economic frontier (Rahman, 2007).

2.6 Definition of Communication Skills

In using a language, there are four skills that we need to perform or employ as we

wish for communication, or perhaps for our daily goals of communication. Thus, step by step, we implement the laws of the system of nature and develop language skills at a corresponding rate. Those four skills are: The main learning activities recognized include oral communication, reading, communication and written work, and listening, comprehensively known as SRWW. These skills are divided into two parts: those that can be learnt and those that are innate when learnt, also known as receptive and productive skills.

Receptive skills are: Reading & Listening

Productive skills are: Writing & Speaking

Receptive skill is the function where students or learners simply absorb information or receive information through reading, listening to someone speak, or from various media sources. Productive skill means where something is being produced through communicating with others, or can be produced alone through speaking, or can speak to others, and through writing, or can write through any other printed form. Teachers define the use of language in terms of four Skills of Reading, Writing, Spelling, and Listening skills are of two types: Receptive Skills, which include reading & listening skills, where reading is taken out from the talk. Receptive Skills is a term for reading and listening skills where whereas productive skills is the term for speaking & writing skills, where the students have to make use of language themselves and produce the language on their own.

The use of ‘Speaking skills’ is to be able to articulate what one wants to say verbally and through body language when facing other people. During speaking, the speaker develops words and then constructs sentences in which the particular expression they desire to convey, such as thoughts, problem-solving, interpersonal communication, and experience sharing, is to be produced and delivered. It is one way a learner learns in an educational environment, but it also becomes better at communicating right away, or an expression pops out right

away. Ur (1991) stated that ‘Speaking is a productive oral skill for it entails the mastery of systematic verbal utterance to convey meaning. Speaking can be divided into several key elements, which include oral accuracy, fluency, pronunciation, and distinctive oral vocabulary.

Writing Skill: Another productive skill that is categorized under writing is writing Production. In this skill, a learner stays in a realm of thoughts, and does not state them out each time right in front of others. As mentioned, writing can be of two forms: either instructional or form writing or personal writing. Different aspects of writing: such errors as spelling, punctuation, and layout, organizing, and writing

2.7 Features of English Communicative Skills Courses in Bangladesh

English communication skill courses (ECSC) have become an essential part of the curriculum in almost all private universities in Bangladesh, with slight variations in general. These are in-sectional courses that range from one semester to four semesters and are awarded upon the completion of the General English course. In most cases, these ECSCs are done by special English teachers with no interference from the content-subject teachers, implying that they do no subject-specific work at all during the course. An overview of the contents of this course in general basically comprises language practice activities focusing on the four skills in English. However, the effect of grammar-based teaching of English is highly observed in these courses. In some universities, English communication skills courses may be provided in the first and second semesters of the undergraduate classes. This is divided into two parts taught in two semesters, as follows: Proper courses of homeschooling both semesters provide lessons on all the grammatical items like tenses, types of sentences, numbers, adjectives, pronouns, suffixes, prefixes, transformation, and many more. The composition part consists of the descriptions of different types of compositions, such as

descriptive, narrative, argumentative, and so on; more types are followed in the second semester, such as report writing, letters, memorandum, definition, and chart writing, etc. The courses also have several units on the comprehension of readings. Another course focuses on the speaking aspect of the language and includes making oral presentations.

The language syllabi in private universities are based on students' needs and are designed to develop learners' listening, speaking, reading, and writing skills. These courses are taught as credit courses along with the core courses. The language courses assist the learners to enhance their knowledge of English and also help them to communicate in this language. In our country, nearly all the private universities teach English language skills, incorporating the four skills. These courses are generally known as Foundation English or Basic English courses (Majid, 2006). These courses are compulsory for all, and students have to attend the courses at the beginning of their studies (Farooqui, 2007). Most offer a foundation course in the first semester covering the basic components of the language, and more advanced courses in the second semester, such as advanced writing, English composition, English communication skills, presentation, public speaking skills, report writing, etc. Such Fundamental English courses, therefore, must facilitate the kind of learning that ensures that the learners are placed in the best possible position to cope with the challenges of academic study as well as the typical language needs to be encountered in their professional domains these courses emphasize to teach all four skills and one of the main goals of these courses is to make the students competent in English remembering that it has a high demand in job market (Farooqui, 2007).

Al-Mahrooqi's (2012) results reveal that these crucial skills were either not taught at all or taught indirectly, which helps to explain the deficit under investigation. Hossain (2019) always states that the outcome of English communication skills courses is not always

satisfactory. Hassan (2014) has shown a clear correlation between English Language proficiency and academic achievement in this study. Hasan (2015) the findings show that these basic English courses are helping the tertiary level students and creating more opportunities to improve English communicative skills. Rahman et al (2019), the significance of English in the global world, English language teaching in Bangladesh has become a subject of supreme concern in maintaining economic growth and developing a skilled workforce. The main findings of the study show positive feedback from the respondents. The study provided some insights through the undergraduates' feedback. Tohura (2016), from the findings of the study, it was identified that the existing condition of English foundation courses in private universities is regenerating to cope with the students' needs for personal improvement, academic success, and job purposes.

English communication skill courses (ECSC) are offered in almost all private universities in Bangladesh, with some distinctiveness in general. These courses are interdisciplinary, spanning from one to four semesters, and are obtainable upon completion of a general English course. Usually, ECSC courses are taught by specialized English language teachers with no participation of the core subject teachers, and thus, they have no subject-specific work throughout the course. The course contents, by and large, include language practice activities on the four skills of English. However, there is a significant influence of grammar-based teaching of English in these courses. Sometimes, English communication skills courses are offered in the first two semesters of the undergraduate programs. The courses have two main parts delivered in two semesters. In both semesters, the courses offer lessons on grammatical items such as tenses, sentence types, numbers, adjectives, pronouns, suffixes, prefixes, transformation of sentences, and so on. The composition part includes a variety of composition types - descriptive, narrative, argumentative, etc. However, in the

second semester, more genres of writing compositions are covered as students are required to write reports, letters, memoranda, definitions, and describe charts. The courses also have some units on reading comprehension. There is another course that aims to develop speaking skills and oral presentations. Rahman (2005) in his research showed that students' emphasis on English for its 'functional role' (i.e., its utilitarian value) is inadequate, and an isolated domain where knowledge of English is required.

Khan (2000), in her evaluation of the English Foundation Course which was being taught to students of thirteen departments at the Arts Faculty at Dhaka University found the importance of English for the future and admitted that English is a pre-requisite for getting good jobs, for being successful in competitive examinations (e.g.BCS), career development, for accessing higher education books, and, in general, indispensable for communicating with the outer world. English is essential to give access to academic texts and for communication (Khan, 2000). An added needs analysis survey conducted by Chowdhury and Haider (2012) established that the existing EAP courses have major drawbacks in meeting learners' expectations in using acquired skills for both academic and professional purposes.

2.8 English Communicative Skill Courses as a Driving Force

A mix of studies has been conducted in various contexts that have explored the needs, opportunities, and perceptions of students about courses that support English communicative skills. Among the current ones, Singh (2014) has explored 130 undergraduate students' perceptions of the English language proficiency course at Malayan University. It has been found through students' feedback that overall, the students have a positive attitude towards the English language course.

Another study carried out by Perera and Canagarajah (2010), which focused on first-year undergraduates in Sri Lankan national universities, revealed that the students have a powerful want and need for English in future employment and success. Fulfilling this need through a lower-level, single-mode course, as examined by Perera (2006), was not possible, and an effort was made to offer a lower-level course that would provide support to the low-proficiency students. Akin & Gucerit (2001) also conducted a materials evaluation at Turkey at Turkey's University of Bilkent. Specific to the current task-based English for Academic Purposes or English for Occupational Purposes syllabi, new course outlines and learning-teaching materials have been developed through the use of Needs Analysis. The feedback that was received concerning the efficacy of the new materials indicated that the materials used were exhaustively ineffective and insufficient; the kinds of materials used were lecture-based as well as theoretical and not task-based; and the selection of texts was random and not well organized. From this evaluation, improvement plans aimed at creating more effective teaching and learning materials were set out.

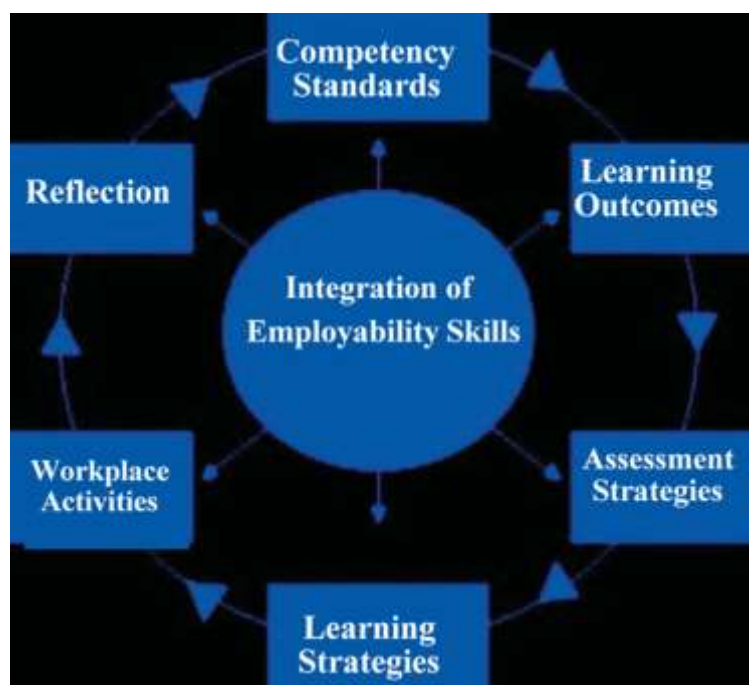
Canagarajah (2013), in conducting his ethnographic research study, examined students' motives, attitudes, and subjectivities in learning English by using their 'lived realities' of Tamil EAP students in northern Sri Lanka. According to his work, the students expected the course to adopt the grammar approach, while they had a blanket rejection of skills or activity-based approaches to teaching English in the EAP classroom. Canagarajah (2013) observed a drop in the number of students attending classes to nearly half what they used to be and blamed this on the fact that the content used in classroom teaching was out of touch.

Rashid and Chowdhury (2013), the employment factor and effectiveness of employed Bangladeshi graduates in Australia, to understand how the English language has impacted the

employment system of the Australian job market for the graduates of non-English speaking South East Asian countries. As established by various authors differently and in a way, it was indicated that the English language can, in one way or another, determine prospects of employment, contributing to the possibility of “secure” and “better”.

Figure 3

Integration of Employability



Note. Reprinted from *English for employability—the need for English-speaking graduates in India* by R. Yarlagadda & V. R. R. Mantri, 2016, *Journal of English Language and Literature*, 3(1), 69–74.

Figure 3 has shown six inter connecting points for employability integration such as- competency standard, learning outcome, assessment strategies, learning strategies, workplace activities and reflection. Therefore, the importance of mastering the English language cannot

be overstressed because it is an international language and summarizes all types of relations: business, political, social, etc. Another language that may be viewed as a world language is English. Knowing and comprehending the English language is indeed a force that can cause change in an individual and the whole world (Yarlaga & Mantri,2016).

2.9 Definitions of Employability

Tomlinson and Holmes (2016), described employability as a highly debated, ambiguous, and contested notion derived from theory or research. At the same time, the book provides various angles at the micro level, which can be used to consider the graduate employability agenda in political and economic terms. They considered employability as a strategic policy adopted by governments in Western countries in recent times. The value of graduates has been measured in terms of their economic returns. While Tomlinson & Holmes (2016) explored the employability agenda with a political and economic orientation (Williams et al. 2016 cited in Fakunle & Higson, 2021) discussed employability in an individual aspect. In this regard, they argue that the literature identifies three broad areas of employability: capital dimensions, career-related dimensions, and context-related dimensions. The capital lists consist of accordingly, human capital (skills that the individual possesses that improve economic productivity), social and cultural capital, and psychological capital, which are the four constructive psychological states.

For instance, Tong & Gao (2022) observed indicative of the fact that it demonstrated how the graduates of the business English class possessed employability standards of business talent training and met the employer's requirements. The employment status painted a picture that few of the participants had some disparities, mostly on gender, origin, and the institute where they obtained their education. For this reason, the cultivation business of English majors should be given in many facets, ways on the findings of this research.

To consider, Bathmaker (2021) in his study showed- how students from working-class backgrounds advance their career. These features extend from conceptualizations of what students and graduates experience to how Bourdieu's conceptual tools of field, capital and habitus were used; to explain the social practice and the workings of power and inequality in diverse contexts.

The notion of 'employability' as the criterion defining the value of higher education, a large number of definitions has appeared .Hillage & Pollard (1998) opines that- "Universities are increasingly responsible for producing employable graduates to contribute significantly to a knowledge-driven economy" Cole and Tibby (2013) defined 'employability' as a repertoire of qualifications that comprise knowledge, skills, and attitudes that would enhance the prospects of learners securing employment and performing well in their careers thus transforming personal, organizational, and social prospects concerning the economy.

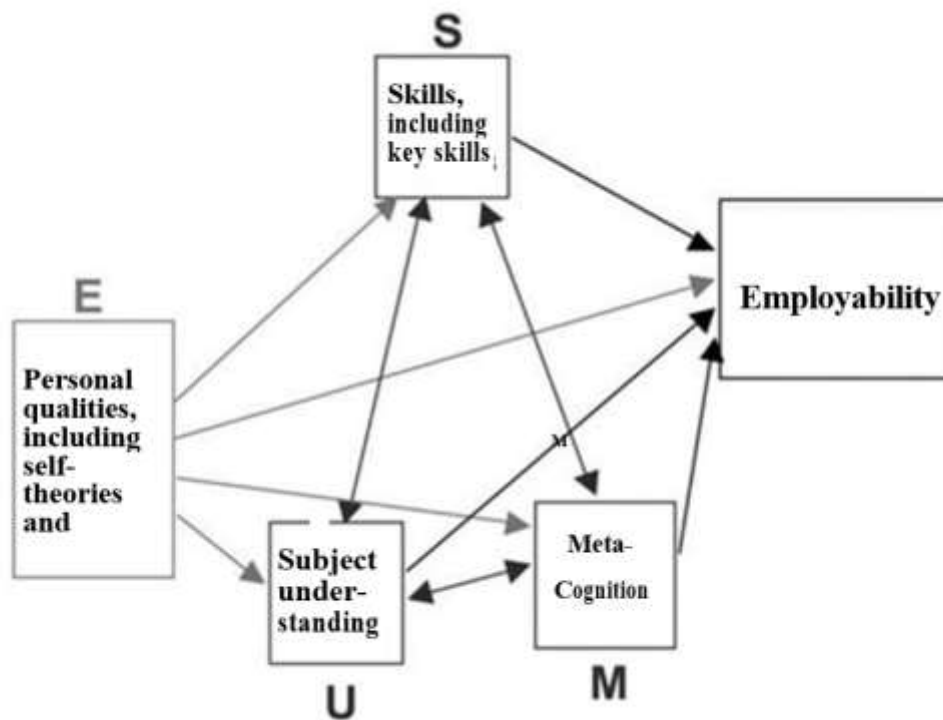
Employing this rather wide definition of employability by Knight and York (2002) have identified and discussed the various components that make up the 'USEM Model' of employability. The model (Figure 4) emphasizes the interrelated nature of skills and attributes that together constitute a graduate's employability. Thus, USEM stands for-

- Understanding (of disciplinary subject matter and how organizations work);
- Skillful practices (academic, employment, and life in general);
- Efficacy beliefs (reflect the learner's notion of self, their self-belief, and the possibility for self-improvement and development);
- Metacognition - complements efficacy, embraces self-awareness, how to learn, and reflection. It encompasses knowledge of strategies for learning, thinking, and problem

solving, and supports and promotes continued lifelong learning.

Figure 4

USEM Model



Note. Reprinted from *Embedding employability into the curriculum* by P. Knight & M. Yorke, 2002, p. 37. Copyright 2002 by the Higher Education Academy.

Consequently, employability is therefore preferably defined not only in terms of what it is but equally in terms of what it is not, according to Cole & Tibby (2013). They also disagree about what ‘employability’ entails, pointing out that it differs from ‘employment

outcomes,' commonly captured by graduate surveys. They provide the following broad definition- Employability is a continuous lifelong process that is carried on throughout the life span of the individual or group involved. The specific skills and knowledge must be acquired by all students irrespective of their status, program, or learning mode. This is true because it is a discipline and incorporates several sectors that are interrelated. It is about aiding and helping students in acquiring knowledge, skills, behaviors, attributes, and attitudes that would enable them not only to find a job when they graduate, but also to live a happy, fruitful, and purposeful life. It involves everyone in the institution. They are about helping the students be conscious and deliberate of the several constituents of employability to support their lifelong learning.

What is not being measured by employability-

- It is not about negating the conventional academic approach to structure and pedagogy.
- It is not a great idea to do additions such as more units or more modules to what has already been laid down.
- It is not just about preparing them for employment or a job contract in the future.
- It is not the exclusive aspect of the work of the Career Department.
- It cannot even be measured by any one of them, for it is not something that can be gauged with an inferior or even a superior. (Tibby 2013: 5-6)

All the attributes that Knight and York (2002) mentioned above are of the learner. However, as (Pegg et al.,2012) correctly argue, it is the social situation that determines the extent and nature of the learners' use of these attributes. In particular, they refer to the status of the institution at which an individual was graduating, factors of the labor market, which determine the value of the subjects an individual studied, ethnicity, and socio-economic

background (Pegg et al, 2012). Thus, the real challenge for the realm of higher education is what one needs to do to optimize the productive employability of each graduate, recognizing that job outcomes are going to be shaped, one way or another, by economic factors. However, continuing to make assumptions that students can all be treated in the same way and have equal confidence in dealing with the labor market runs the risk of perpetuating disadvantage, as the relatively advantaged can maintain their position (Pegg et al, 2012).

A part of the general responsibility of higher learning institutions in training students for employment will therefore be in preparing the students for the shifts and inequalities of the labor market, but the primary focus will be on attaining the USEM skills as outlined (Knight and York, 2002). Some of the features necessary for employability that international students may have to supplement include the following, and can be paralleled in the scale mentioned. As has been widely reported, there is a perception among Australian employers that international graduates lack 'soft skills' for employment in Australia, although there is evidence that employers are generally satisfied with discipline-specific skills (Gribble & Blackmore, 2012).

Table 5*Holistic Picture of Employability*

Reference	Definitions of the Employability
Hillage & Pollard (1998)	"Employability is the capability to move self-sufficiently within the labour market to realize potential through sustainable employment."
Lefresne (1999)	"The probability, for a given group, at a given time, of finding a job or emerging from unemployment."
Harvey 2001	"Employability is the ability of the graduate to get a satisfying job."
Vander Heijden (2005)	"The continuously fulfilling, acquiring or creating of work through the optimal use of competencies."
Bernston sverke & Marklund (2006)	"human capital indicated by education, competence development and job tenure, has a positive relationship with perceived employability."
Berntson (2008)	"Employability refers to an individual's perception of his or her possibilities of getting new, equal, or better employment."

Note. Reprinted from *The Employability Skills of Higher Education Graduates: A Review of Literature* by A. Alrifai & V. R. Raju, 2019, *International Advanced Research Journal in Science, Engineering and Technology*, 6(3), 1–6. Copyright 2019 by the authors.

Figure 5 has been piled up the holistic idea of employability to secure the maximum boundary to meet the market demands on temporary basis such as from (1998 -2008). The figure basically demonstrations employability as a structure, where a graduate's assistances, experiences, attributes, and external environment are all interconnected, creating a complete picture of what makes someone workplace-ready.

2.10 English Language Proficiency (ELP) and Framework of Employability

ELP developmental continuum demonstrated the openness of approaches to determine ELP and workplace readiness, while student employability programs are prevailing at the moment, makes it challenging to compare the effectiveness of one or another initiative, since the field does not provide a definite measure called the ‘index of employability’. Mansour (2016) allowed both faculty and employers to refine their focus on needed skills to strengthen the discipline overall and thus, provide additional positive outcomes for those employed in the field.

Since employability development is a process that may compound by other factors and takes time to manifest, particularly in certain contexts. Framework and employability study undertaken to compare and contrast a specific learning strategy. That might constrain, not least by the quality, amount and relevance of the data. As a result, one strategy is used to provide students with the prompt to self-evaluate their abilities after applying one or another pedagogical tool. This type of feedback is still productive and should not be dismissed outright; however, the outcomes can be as superficial as stating that students have become more employable or as inconclusive as ‘not’ when students have potentially become more employable. Dumciuviene (2015) in his article, analyses human capital as a factor of production accumulated by individuals through education.

Also, ELP cannot be measured with certainty and there is no unique equation that can be used for it. At present, there are levels that is compulsory for students to acquire before they complete their studies (Arkoudis and Doughney, 2016). But some effects do not fit this pattern. This means that in the field of education, students will need to show their competency levels before they can complete and qualify for their given course and opt for teachers’ registration. It is a test that all the graduating teacher education students

consistently take. Some organizations rely specifically on scores that have been obtained on the standardized English language tests to set minimum acceptable ELP for qualifying employment and professional registration. This leads to the conclusion that professional achievement is paving the way for ELP and forging employment opportunities for international students. This has been noted as one of the most severe instances of ‘the dog wagging its tail’ (Arkoudis, 2010), whereas Higher Education Institutions should be establishing the achievement of ELP on graduation. Hence, the problem with utilizing standardized English language tests concerning employability is that these tests have been validated as measures of ELP to be used when a learner is ready to undertake tertiary education, thereby implying that ELP is limited to only readiness to study (O’Loughlin and Arkoudis, 2009). Furthermore, Craven (2012) points out that it can be challenging for students from other countries to secure the minimum required English language test scores, which are often necessary for employment by relevant professional bodies. Still, students do pass their courses and that is the reality of the matter. Employers, government, and the professional bodies themselves seem to desire some form of quality assurance of standards being provided by the HEIs or their respective benchmarking or else they would like to establish their own.

- The study reveals that ELP plays a part in providing learners having employment opportunities in the global market.
- There are different views about employability and employment established in the latest surveys of graduation destinations.
- In the context of HEIs, several strategies are intended to build up the ELP of international students as well as Work Integrated Learning (WIL) and End-of-Degree projects that help to make the students employment-ready. With several such programs already existing and

coming up frequently, nonetheless there has been little to no assessment of their effectiveness.

- Even though diverse initiatives of student employability programs have been launched in and outside the countries, it is rather challenging to evaluate their usefulness based on the current academic literature. Furthermore, the assessment of ELP in the context of learning within a disciplinary context is random and thus, it is challenging to determine whether international students achieve the required levels of ELP for employability upon their graduation.
- Offering guidance on getting a job to international students starting from their first year in university is deemed relevant, as many international ESL students have limited knowledge about the skills and experience, they require to enhance their employment opportunities once they are through with their programs. It is, nevertheless, possible to propose early measures for fostering the understanding of the role and responsibilities of an international student in regards to the enhancement of their ELP, meaning both academic and social-communicative ability and the role of ELP to help improve their employability.

Figure 6*ELP and employability*

ELP developmental continuum	<i>Upon entry</i> <i>Transition to higher education study</i> ELP as general, entry-level academic and social communication language ability	<i>During study</i> <i>Continued engagement with disciplinary teaching, learning and assessment tasks</i> ELP as disciplinary academic, workplace and social communicative language ability	<i>Upon Exit</i> <i>Readiness to enter professional workplace</i> <i>ELP as professional and social communicative language ability</i>
ELP for learning <i>Curricula</i>	First year orientation and transition programs for ELP Foundation subjects in first year	Subject curriculum integrating ELP and disciplinary learning and assessment Subject curriculum design for fostering interaction between local and international students Units of study focusing on ELP	Capstone experiences
<i>Co-curricula</i>	Student advising First year orientation and transition support programs for ELP	Various academic language and learning programs and workshops Individual tutoring/mentoring	
ELP for employability <i>Curricula</i>	Units of study focusing on ELP for the workplace	Whole of program design for professional ELP Units of study focusing on ELP for the workplace Work Integrated Learning	Capstone projects/subject Hurdle Assessment on ELP for employability
<i>Co-curricula</i>	First year orientation and transition activities for ELP and or employment/careers	Workshops and activities on improving ELP for employability	
Other career support	First year orientation programs to raise awareness of activities to enhance employability	Volunteer programs Mentoring programs Workshops on improving employability Social peer mentoring programs Career mentor programs Work experience within the institution	CV writing and interview preparation Careers and employment support

Note. Reprinted from *English language proficiency and graduate employability: An Australian perspective* by S. Arkoudis, L. Baik, D. Richardson, A. Hartley, & M. Watty, 2014, *Higher Education Research & Development*, 33(5), p. 1000. Copyright 2014 by Taylor & Francis.

Many state governments, as well as global authorities - have referred to the human capital theory in policy-making for higher learning institutions. Therefore, human capital theory, in its brief explanation, prescribes education for human capital as an ingredient for economic success. The enhancement of graduate employability has emerged as a critical requirement that governments across the globe must, to some extent, implement within the national systems of higher education. The authors Cole and Tibby (2013) provide what employability is and is not in their 2013 article. Firstly, they state that employability is not equivalent to employment or employment result differentials of a type captured by graduate employability, which is a concern from the beginning of the career to the end and through every promotion, retraining, and redeployment decision. It applies to all students regardless of the circumstances for which they are enrolled, the course that they undertake, or the mode of attendance. Notably, in another, it is cumbersome and encompasses a broad spectrum of interrelated areas. It provides opportunities to learners and helps them acquire various forms of knowledge, skills, behaviors, attributes, and attitudes to enhance success within employment and life. This is an institution that is charged with numerous responsibilities. It also concerns explaining the component of employability to the students to help them in their learning process to achieve their employment goals.

The role of employability is not solely the replacement of the scholarly approach and commitment to requirements. It is not confined to enhancing the horn's curriculum with other

modules. It is not only addressing the need for employment of students, or bearing the mandate of providing careers. It cannot be something measurable by a tool or gauge. The three constructs cannot be quantified by any single measure (Cole and Tibby, 2013).

Policymakers at the international level have incorporated the human capital theory (Becker, 1964) in the process of policymaking about higher education. In brief, human capital theory associates the level of economic growth with the quality of the people working in the economy. This consequently has placed the idea of employability in graduates as of paramount importance and an expectation from governments across the world through different measures imposed on the national higher education systems. Cole and Tibby (2013) have it that any worthy definition of employability must include what employability is and is not. In particular, they contend that what they label ‘employability’ is not equivalent to ‘employment outcomes’, which are defined as the sort of outcomes assessed by Employability as a lifetime process. It applies to all students irrespective of their status, course, or mode of study, online, hybrid, face-to-face, and so on. Yes, it is; it consists of a number of areas and is not easily defined as it comprises many interfaces that are interrelated. As a school, it helps learners acquire knowledge, skills, behaviors, attributes, and attitudes that help them be valuable and successful in employment and life in general.

Employability skills are a crucial element of the curriculum to explain to students what each one means for them and aid their continuing education. Employability rules are not as simple as filling in for academic rigors and standards. It is not confined to developing new teaching and learning units of the curriculum but goes further to introduce new modules as well. Rather, the concept of creating employment rates and boosting careers and the employability department is the ultimate answer. Qualitative lessons cannot be taught through a given academic measure (Cole and Tibby 2013). It also stimulates body

metabolism and increases the amount of energy used to conduct various actions and operations.

2.11 Supporting English Graduates with Employability Overview

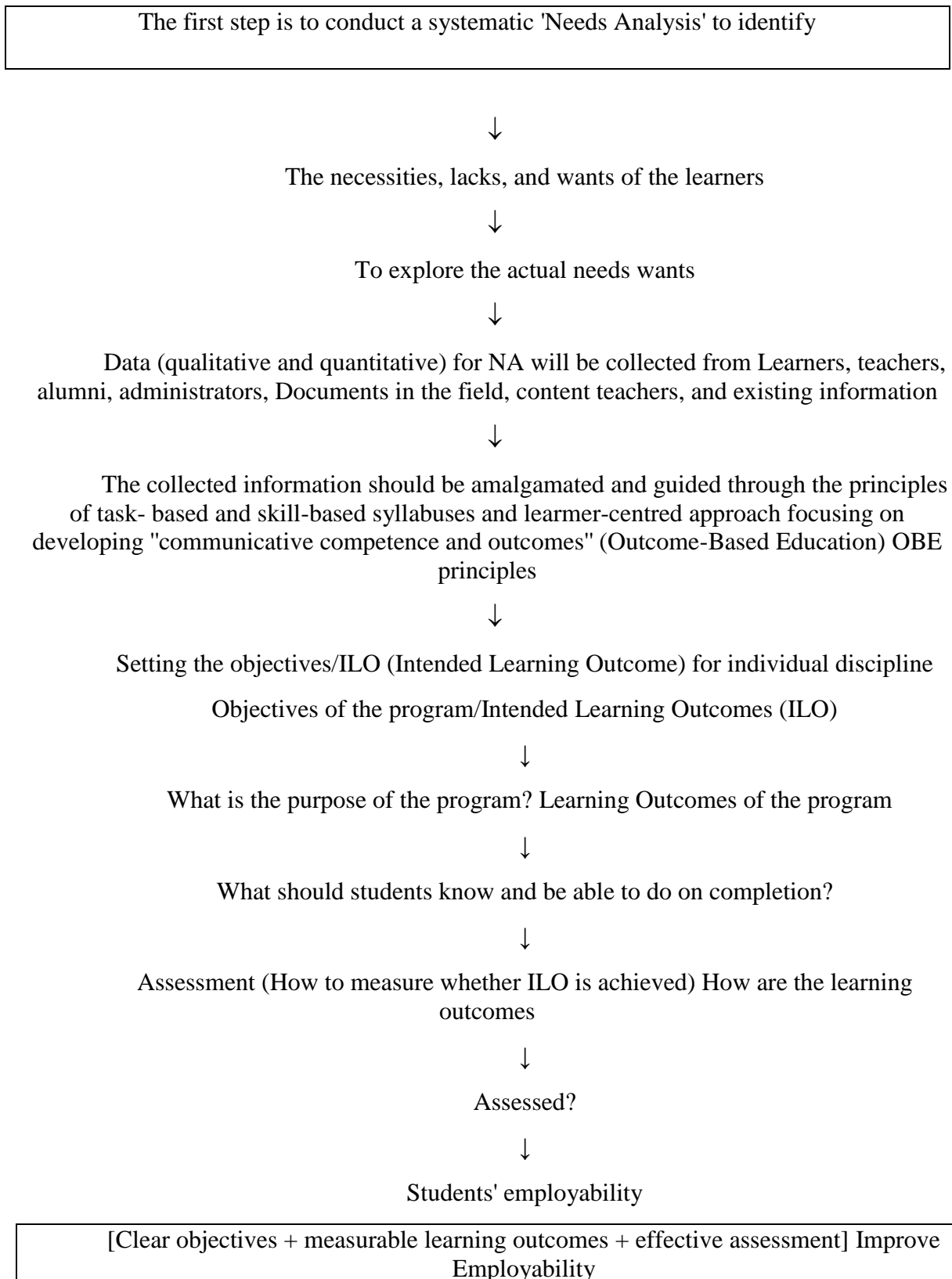
In workplaces, communication is necessary when there is stiff competition in the employment market. English as a communication skill is employed as a determinant of employment, as found in Dustmann & Fabbr (2003). On the other hand, those who are incapable in English experience job search problems in exceptionally high-ranking jobs. Hence, graduates require proficiency in English to secure jobs and subsequently enhance their technical expertise and experience with local and international firms, once they have secured an opportunity with local firms.

Knight and Yorke (2002), established employability to be a notion that has been described as a set of achievements, skills, understandings and personal characteristics seen as beneficial by graduates aiming at finding jobs in their fields of specialization. Now a days, Bangladesh is on its way to address its millennium goals, and graduate employability and employment are some of the crucial challenges in front of the Government and the policymakers of Bangladesh. Since the enactment of the Private University Act of 1992, Bangladesh has experienced a massive growth in the number of HEIs, with the figures rising to 105 for private universities and 46 for public universities in 2019. Therefore, membership in the current tertiary enrolment status in the Bangladeshi sector is one of the most crowded levels worldwide. As a result, competitiveness between and among higher education institutions has remained high hence the capability of a graduate to obtain and secure a market employment opportunity on the job market serves as one of the critical standards employed to assess the reputation, course retention rates, and market demand for some courses among academic institutions. Bangladeshi HEI students should be capable of

managing their academic course-based skills and competencies, and other transferable skills and competencies. What this implies is that the contemporary HEIs of Bangladesh are in the process of producing ‘work-ready’ employees and individuals having ‘real-life’ pragmatic exposure.

For that reason, the Government of Bangladesh is attempting many ways to upgrade the standards of tertiary education to compete in the competition pool in the market. As per the official web link, the Government of Bangladesh has initiated a Higher Education Quality Enhancement Project (HEQEP) with funding from the World Bank. The overall purpose of developing this project is to strengthen the teaching, learning, and research capabilities of the tertiary level of education. In line with this, the Government of Bangladesh (GOB), for instance, has the desire to produce quality skilled human capital.

Based on the evaluation of English language courses offered by different public universities Hasan (2021) stated that- there exists a significant mismatch between authentic communication skills needed in the work environment and the English language courses that are offered. This substantiates the reality of the fact that the current English language courses fail at preparing the graduates with the necessary TEOES skills in English; to meet the expectations of the employers, Hasan (2021) thus proposed the following (Figure 7) while designing the communication skills courses at tertiary education in Bangladesh.

Figure 7*'Model' of Syllabus Design*

Note. Adapted from *Employability and ELT: Bangladeshi employers' perspectives on graduates' English language proficiency for employment* by K. Hasan, 2021, in *English language teaching: Innovations and applications in teaching and learning* (1st ed., pp. 13–25).

2.12 The Types of Graduate Employability Skills

Employers in the Mangaung Area, South Africa, self-administered a quantitative questionnaire completed by 217 participants, where Jonck & Walt (2015) compared the private and the public sector with the evaluation of employability skills of the graduates. When comparing the public and public sector responses, there is only a significant difference in two areas of graduate employability skills are found - self-responsibility and interpersonal skills.

This can be a starting point to what has been referred to as “process skills” that are necessary problem problem-solving and thinking skills in adapting to the dynamic, inexperienced environment within the international labor market, mainly where English is growing more and more prominent (Rashid & Chowdhury, 2013). Despite categorizing it as a broader term, it encompasses a set of skills as postulated by the University of Bolton; the employers quickly notice the following attitudes from the leadership.

- Communication
- Term work
- Application of Numeracy
- Organization and Time Management

- Problem Solving
- Flexibility
- Action Planning
- Self-Awareness
- Personal Impact and Confidence
- Initiative.

On the other hand, the following are the must have skills of any professional-

- Communicative skills
- Critical thinking
- Problem solving

Interpersonal skills relate to the capability of presenting a certain message as to its content, structure and style in written or oral form. Skills mean thinking skills as an aspect of critical thinking, creative thinking, analytical thinking and innovative thinking and they address the efficiency of using the acquired knowledge in addressing current issues. This means that some of the approaches are learning via questions, cooperative, and problem-based.

On the other hand, many employers note a frequent issue they see that many graduates are not ready for employment after graduation because they cannot incorporate the use of theoretical knowledge with the practical handling of the job (Helle, Tynjälä & Olkinuora, 2006). High unemployment among the graduates in employment is evident due to their weak career competence which is crucial in one's career path. A large number of graduates encounter problems, which inhibit the attainment of employment; hence, they default to career competency that is useful in their career path. Career advancement has conventionally focused on developing job competencies and gaining experience in a particular role (Akkermans et al., 2013).

Professional development includes a vast array of issues: the development of new

expertise, maintenance of existing competencies and readiness in case of promotion (Kaya and Ceylan, 2014). Sustainable employment is characterized by continuous learning, flexibility of work, work renewal that occurs every now and then, employability, and appropriate fit of work with abilities, interests, and values (Newman & Hui, 2011). As it is, dynamic careers have become more common in the last couple of decades, primarily due to the increase in horizontal mobility in different organizations. In this shifting employment market, therefore, for one to secure employment and maintain a job, they require professional competencies to guide them (Heijde & Heijden, 2006). Employability is a vital ingredient in maintaining a sustainable career and is defined as the ability to maintain one's current employment or secure additional positions as necessary (Grotkowska, Wincenciak, & Gajderowicz, 2015). Again, Donald, Ashleigh & Baruch (2018) said that these propositions offer a new conceptual model, which provides a practical contribution by articulating the sustainability of graduates' careers through employability at the graduate level and competitive advantage at the employer level.

Figure 8 has combined a collection of studies to take - at a glance of the types of employability skills.

Figure 8*Assessment of Employability*

	Teamwork	Problem solving	Decision Making	Leadership	Time management	Communication skills	Interpersonal
Salah et al (2015)	X	X	X	X	X		
Anon (2016)					X	X	X
Asmaak & Corresponding (2010)	X	X					X
Shamsuddin et al. (2015)						X	
Islam et al. (2013)						X	X
Adnan et al. (2012)	X	X					
Rasul, Abd Rauf, et al. (2012)							X
(Sermasuk et al. 2014)		X				X	

Note. Adapted from *The Employability Skills of Higher Education Graduates: A Review of Literature* by A. Alrifai & V. R. Raju, 2019, *International Advanced Research Journal in Science, Engineering and Technology*, 6(3), 1–6.

2.13 English, Employability and Communication: A World View

The new generation having access to secondary and higher secondary education facilities has taken the literacy rate to a new level in recent years. Public higher institutions have not been effectively managing this demand. To meet this demand and at the same time to manage to contain the increase in cost at this level, the government opened the door for the commercialization of the provision of higher education. There is a flow of students towards private universities and the number of students is increasing

day by day. The situation made the established private universities in Bangladesh highly resilient after the Private University Act was passed in 1992. The institutions offering higher education therefore, can be categorized as both public and private. While some questions are here concerning the quality of education, it has established a competitive climate in higher education. Silva and Devendra (2014) stated that students have an inclusive range of requirements which includes academic, industrial and social needs, which they hope to fulfil by following the English courses.

Now, no one can deny what positive contribution that private universities are playing in the higher education system in Bangladesh (Siddique 2005). The Private University Act, which revolutionized the whole concept of private universities, came into being in the year 1992. Therefore, the then Government realized the fact that to expand the number of opportunities in higher education and to produce efficient and competent manpower, it was needed to establish private universities and for this reason the Private University Act 1992 was passed. From the perspective of Islam (2003), education was considered to be central to advancing a country's economic growth in a short period, while formal education, with the state holding the key, was considered to be the only mechanism of enhancing the production capability of a population. The majority of states in the world are now experiencing challenges regarding meeting the need for the growth of demand for education (Islam 2003). There exist flexibility requirements for several degrees if higher education systems are to be as effective as needed (Muzaffar & Khan, 2004). To meet the challenges and demands of society, the education system has to be flexible and able to react with equal ease to enrolment variations to the fluctuations in various specialties and to shifts in market requirements of skills. Muzaffar & Khan (2004) have also noted that businesses operating within open systems are usually able to respond to big changes on the outside.

After private universities began to emerge in the Philippine education system, various types of foundation courses on communication were provided in the first year of undergraduate studies. Some of these universities are for every student, while others are specifically recommended for international students. However, most of the foundation subjects planned to develop academic language and learning skills necessary within the given academic discipline vary by discipline specificity with which the primary subject is concerned. There are general or interdisciplinary basic subjects and those focusing on specific core subjects in a particular academic discipline.

Bangladesh's proportional passage of the Private University Act in 1992 and, subsequently, the prevalence of private universities, particularly in cities, for instance, Dhaka, has experienced an appreciable increase. When it comes to the output of the medium of instruction, there was no clear light shed on this area, but, surprisingly, in all private universities, the medium of instruction is in English unconditionally. The language syllabi prescribed in private universities meet the basic requirements. They are oriented to cater to the needs of society and the students to enable them to achieve the desired level of reading-writing, listening-speaking. The general academics taught in these universities are basic English and communication studies, in addition to their main fields. Basic language courses in these universities are almost similar. The goal of the language curriculum in these universities is to equip learners with decent communication and academic competence to prepare them for the job market.

In a study, stakeholders expected some different competency requirements for graduates. Regarding the enhancement of the students' global effectiveness, the employers believe that personal development, moral character, English proficiency, business knowledge, and operational skills should be fully integrated (Kim et al., 2018). International client

generation capabilities and good English are not options; they are requirements for career skills. In addition, the skills in product knowledge, business communication and bargaining, computer use, cost management, invoicing and payment, contract management and signing, logistics and business monitoring, etc., are also essential.

The radical value of business English graduates includes two aspects: the first one is in terms of business English proficiency, and the second one is in terms of foreign trade knowledge (Kim et al., 2018). The abilities that business English graduates should possess are mainly attributed to three areas: cognitive proficiency, intercommunication skills, and the teamwork ethic (Glaser and Silver, 1994). Some companies mention professional quality, which is also a part of career competencies, including business professional skills, communication skills, teamwork skills, professional dispositions, crisis management skills, learning skills, Interpersonal competency, interpersonal communication, and expansion competency. In addition to these abilities, other required qualities include comprehensive quality and a good work ethic among the enterprises.

Therefore, clear and accurate communication in the English language, both orally and in writing, stands out as the most fundamental employability skill in any field in today's knowledge-based global economy, as supported by Graddol (2008). Both Ghasempoor, Liaghatdar, & Jafari (2011) and Altbach (2016) showed that employers require effective interpersonal skills. Demanding that employees rely on their advanced language skills and cultural and pragmatic knowledge (Myles, 2009) is essential because communicating effectively is a far more complex process than mastering the syntactical and lexical competencies. This means the capacity of a person with regard to verbal communication, whereby the individual can communicate himself or herself appropriately according to the occasion, people, content, time and space. As a result, in many organizations, communication

skills are even considered a priority over subjects offered in different degree programs. Dealing with the complexity and sharing of information is a main indispensable role in many working professions (Wickramasinghe & Perera, 2010).

Employing the quantitative approach, Khan and Chowdhury (2012) explored the perception of the Bangladeshi employers from the major employment areas in the Bangladesh Industrial Sector regarding the skills and English language speaking ability of incumbent workers. Her study was a wake-up call for Bangladeshi culture, and she proved beyond doubt that business enterprises in the Bangladeshi corporate world rely heavily on English as a medium of communication. It also pointed out that their English-speaking ability was much lower than the set benchmark when the employees were recruited into the organization.

Consequently, most of the terms related to these technologies are in English; as most of the new technologies emerged in western countries. Therefore, non-central nations have to learn English to acquire and apply these new technologies when establishing or upgrading their services, industries, and infrastructures (Kachru 1994). Furthermore, since technology and culture have made it possible for people to acquire skills in social development and attain leisure, career opportunities, and make choices, English is best suited for social development (Moritoshi, 2001).

At this time, English is perceived as a highly influential factor in employment and promotion in peripheral nations as diverse as the People's Republic of China, where pass rates in English proficiency tests act as a basis for qualifications for employment promotion and facilities (Yong & Campbell, 1995). Most organizations and companies, all multinational ones in Brazil, where the Test of English for International Communication (TOEIC) 'is used or taken into account in reviewing job applications and promotions (Friedrich, 2000). Saudi

Arabia, where, according to Al-Haq and Smadi (1996), the majority of Saudi graduates perceive that English may improve their nation's economic status. Pakistan, in which all communication is done through English, and promotions and employment opportunities are controlled and determined by English language proficiency (Mansoor, 2007). Malaysia, where the main working language follows a policy that a candidate must be fluent in English in addition to possessing high academic standards and technical proficiency (Sirat, 2008). Figure 9 has presented very general skills for specific areas such as country wise studies giving priorities in various aspects of English, employability and communication.

Figure 9

Different Concepts and Terms of Employability Skills

Country	Framework
Canada	Employability skills
France	Transferable skills
Germany	Key qualifications
Switzerland	Trans-disciplinary goals
Denmark	Process independent qualifications
United Kingdom	Key skills, common skills, core skills
USA	Workplace know-how, necessary skills, Basic skills
Australia	Key competencies, employability skills, generic skills
Singapore	Critical enabling skills training
Malaysia	Employability skills

Note. Adapted from *The employability skills of higher education graduates: A review of literature* by A. A. Alrifai & V. Raju, 2019, *International Advanced Research Journal in Science, Engineering and Technology*, 6(3), 83–88.

2.1. Theoretical Framework

2.1.1 Introduction

The main theoretical prism of this study is the Human Capital Theory presented by Becker (1993). According to this theory, investment in education and training is similar to investment in physical capital which results in more productivity and higher income. Within the context of English language learning, this model implies that learning linguistic proficiency is an investment that improves the employability of an individual by helping them to develop communication skills, cognitive as well as flexibility in the labor market.

In order to operationalize the theoretical framework, this study uses the Cambridge Employability Skills Framework of ELT (2014). This model outlines a list of skills that are needed to succeed at the workplace like communication, problem solving, collaboration, self-management and lifelong learning. The framework offers a systematic method of building the skills that improve employability by correlating these competencies with the instruction in the English language.

Thus, this research is based on the framework of the 'Human Capitalism' theory and carried out to correlate it with the findings of the 'Cambridge Employability Skills' research regarding employers' expectations and groups' employability skills, which has been divided into eight domains of capabilities absence of which and an inability to speak English fluently are the only two issues that one has to deal with. The Employability Skills study conducted at the University of Cambridge identifies the passions of employers. It categorizes employability skills into eight capitals of capacity that require evolution, apart from mastering the English language. Cambridge's 'An Overview of the Employability Skills Framework for ELT' (2014) has shaped the study deeply, which seeks to qualify the nature of

the present courses in English communication skills at private universities, what these course expectations are from the students, and whether the courses have met those expectations adequately. Concerning these competencies of English learning, this research will focus on the performance of English graduates of private universities in Bangladesh. The scenario of English learning in the job sector will also be reformulated.

These eight competencies are:

- Collaboration and Teamwork
- Communication
- Innovation and Problem Solving
- Critical Thinking and Decision Making
- Leadership and Global Citizenship
- Personal Development and Management
- Emotional Intelligence
- Digital Literacy

2.1.2 Collaboration and Teamwork

Teamwork can be described as the ability to share responsibility and actualize a general university aim while interacting with others and interrelating with others (Artes, Mellors-Bourne, & Hooley, 2017). Team effectiveness is defined as the quantitative and qualitative performance of the members within a process towards the delivery of an outcome. Another attribute assists in establishing great working teams in the organization, where employees demonstrate respect for one another, as well as providing an open ear for fresh thoughts and proactive teamwork. In the current study, Abas and Imam (2016) employed an explanatory correlational research design as a method of analysis to find out the overall nature of the relationship between categories of employability skills and elements of Contextual Performance based on Borman and Motowidl's Taxonomy.

Continuing the results of the identified 220 employees of the groups of employers, it was further found that there is a positive relationship between teamwork skills and contextual performance of employees. The enhanced performance resulting from graduates' teamwork competence surmounts the problem. However, it is clarified that teams can also be seen as causing conflict since the members start to rely on one another and display less dedication toward work-related goals. Therefore, it is proper for one to employ interviews in addition to documents and research data sources for employers to provide more quality reports on their employees on how effective they are in teamwork. The ability to speak more than one language can make a person more marketable to employers and open new job opportunities in a globalized economy.

The above study also reveals one of the reasons for having skills development for sustainable employability through the analysis conducted from the viewpoint of the human capital development theory. A person who is more qualified, experienced, and trained may be

able to contribute more or offer higher-quality productivity compared to a less educated and experienced person. Human capital is posited to enhance organizational performance. In this regard, the value creation of an organization is tied to the skills, knowledge, and competence of the employees in the organization (McGrath, 2002). He also said that it can be important for organization employees in a global workforce when such views are seen as a part of human capital development through language skill development. Human capital encompasses language learning skills and other competencies that enable individuals to grasp new knowledge. They can highly influence a person's prospects of obtaining proper employment and providing sustainable employment security.

Being able to speak more than one language may help one to find a job or earn more than one who cannot speak more than one language in a world that has gone global. Language skills also promote an individual's communication, cultural, and interpersonal skills, and People from diverse groups in a workplace, thus making them marketable in the labor market

2.1.3 Communication

Communication skills include transferring or sharing knowledge for feedback purposes and assessing information that has been received from others. Interpretive communication skills, in general, refer to the ability to send and receive messages in a manner that conveys the intended message's meanings and interpretations. There are three main ways of communication: face-to-face communication, online communication, and mail communication in Bangladesh (Hosain, Mustafi, & Parvin, 2023). Researchers observed reconciliation behaviors in young children. As described above, people are not able to accomplish some tasks without interacting with the environment. The importance of facilitating and regaining information during production is significant in a worker's social

and economic relations. It indicates that the attribute forms the basis of work practices and is recognized by employers. In any case, the skill is trainable as it is positioned in the structure of Arts, Sciences, and Humanities by Bengtsson et al (2018). One is always taught to be concise and clear in passing information across, to deliberate before speaking, and also to learn to check the messages before sending. Al Riyami (2021) further sought to investigate employers' perceptions about the contemporary correct English communication skills of HEIs while using mixed methods.

The study also intended to find out the extent of challenges faced by those who graduated from such institutions in workplace communication. Studies reveal that over 50 employers across the government and various private institutions claimed that Omani graduates' communication skills are in doubt in their respective organizations. The graduates' level of English is comparatively low, and they misuse English whenever they talk or write. Hence, for the multilingual workers to expand the business clientele, they require some assistance. Effective communication helps in enhancing relations between the professional and the clients and helps in enhancing the care and quality of service to be delivered. The employers' interviews on their current perceptions of their subordinates' communication skills at different organizational roles also indicated probable additional specific insights.

When university staff engage in assertive and effective communication strategies, they increase the amount of satisfaction their customers experience. On a systematic review of Sri Lanka, whose intention was to identify and analyze employer expectations towards digital skills among graduates, actions and initiatives taken by higher learning institutions, and efforts to engage motivation among students to transform themselves into competent and marketable individuals in fulfilling the employability requirements in the 4IR era. This paper was developed adhering to the guidelines provided by the Preferred Reporting Items for

Systematic Reviews and Meta-analysis (PRISMA) for the articles released between January 2016 and 2020. They affirm that interpersonal communication skills are relevant to the adoption of empathy and aspiring listening, written and vocal talents, and fundamental computing competencies when feasible for work creation. As a result, effective communication implies the regularity and coordination of the production process for more production

Abd Majid et al (2020) conducted a qualitative study in Oman to examine the words and phrases used by the graduates in their job interviews. Based on the findings, it was observed that the words and phrases used by successful interviewees incorporated six of the seven South utilities essential employability skills, reserve list interviewees managed to address four of the employability skills, and unsuccessful interviewees addressed only a snag of the seven employability skills. Candidates who passed the interview were considered to demonstrate the highest level of qualification by naming the most relevant and significant terms and amiably selling themselves. Using conclusions, it becomes clear that when employing workers, communication skills are among the first things that employers take into consideration. Employers prefer those candidates who listen to what is being said, who welcome knowledge and accept information that is being said as truth, who keep to their words and maintain eye contact, candid and with clear and friendly words, but with strength, and not loquacious. Thus, the attribute can communicate the applicants' message with the right tone and is considerate. From the scholars (UK, USA), we have similar findings regarding the composition of attributes across the globe. Furthermore, identifying the pattern of the employers' perception of the communication skills demonstrated by their employees at the workplace is also time for consideration.

2.1.4 Digital Literacy

Technical skill (TS) consists of skills acquired purposely for the mastery of understanding and knowledge in the pursuit of knowing how to use specific tools and other paraphernalia related to software, computers, and information technology. In the present competitive world, there is a need for such a set of skills due to shifting or changing IT and ever-changing accessibility to the Internet. Moreover, an employee is required to know how to use various software, even though the levels of competency in this regard depend on the type of position. Mansour & Dean (2016) are of the view that employers expect employees who possess hard or technical skills (TS) to also encompass soft or non-TS. Similarly, a recent cross-sectional study conducted in Sri Lanka by Jayasingha and Suraweera (2020) explained that TS-like IT skills can partially mediate the OGE and that no envisaged impact on the OGE has been recorded. In a relatively recent study conducted in Bangladesh, Hossain et al. (2020) found that both soft skills and TS (technical skills) have a direct and significant relationship with employability, which is in line with past research. They proposed the need to produce more technically skilled graduates, especially in the Bangladeshi Labor market, which is with human resources with poor skill quality. However, the authors of the study by Nazron et al. (2017) confirmed that no relationship exists between the variable's ICT and TS, and OGE. However, the thought process in this study included TS as one of the elements that define 'employable'.

2.1.5 Personal Development and Management

Personality (PDM) defines a person as a unique and individual way of perceiving, emoting, and coping. It encapsulates emotional stance, disposition, and belief, and is verbalized while in the presence of other persons. It embraces traits, innate as well as attained, that separate an individual from other individuals and traits that can be revealed

through a person's relations with the surroundings and groups. Potgieter and Coetzee (2013) explored the employability attributes and PDM preferences of postgraduate business management students in South Africa, and it was established that PDM preferences had significant correlations with the identified employability attributes of the participants. Similarly, Qureshi et al. (2016) singled PDM out as an engagement and employability mediator. Neneh (2020) also aimed to conduct an empirical study on PDM traits, job market appraisal, and self-perceived employability in an uncertain market with the following findings: It was concluded that self-perceived employability is positively and significantly related to agreeableness, conscientiousness, and openness to experience. According to the previous works' findings, this study also considered PDM as one of the factors that affect graduate employability.

2.1.6 Leadership

While leadership skills pertain to leading a team or individual subordinate, motivational skills involve stimulating one or more skills previously referred to as motivating and positively influencing a team or working partners. The general expectations of a good leader are always expected to motivate and shape the kind of actions by his/her followers or subordinates positively. Rasul (2013) focused on the graduate employability factors for the manufacturing industry and identified that, for such employability, leadership skills (LMS), amongst other attributes, are required by the graduates.

2.1.7 Innovation and Problem-Solving

Project work and critical thinking must be seen as key areas to focus on to foster innovation and problem-solving skills in learners during their higher education and work-learning experiences. These are essential skills because an employee who possesses them is said to know how to handle pressure and make decisions, and they can be of importance to

the company. In a prior comprehensive survey of low-skill jobs and job training that looks into the future, we found that problem-solving is one of the most critical skills that will be required by workers in the future.

In the process of international integration and globalization, together with the significant impacts increased from the fourth industrial revolution, it is increasingly considered one of the necessary skills that students must develop. Raybould & Sheedy (2005) remarked that innovation and problem-solving expertise turn into transferable skills that employers like to see in a graduate, and these can vary according to the type of role. The following outlines critical thinking as perceived by undergraduate students. critical thinking is not just the skill of studying the university curriculum to meet their set targets, but the ability of individuals to think on their own and make the right decisions in life's cases. Therefore, allowing students to achieve the broadest academic language competencies for applying the results of analysis, synthesis, and problem-solving prepares them for academic levels.

2.1.8 Emotional Intelligence

Emotional intelligence refers to an aspect, competency, proficiency, aptitude, or claim to have the ability to comprehend, evaluate, organize, and control emotions of the self, of other people, and groups. The theory is attracting a lot of interest from both the literature and has had numerous real-life applications across many fields. Mason, Williams, & Cranmer (2009) found that meticulous work involvement and employer contribution in degree course projects and delivery have clear positive effects on the ability of graduates to secure employment in 'graduate-level' jobs.

Chapter Three

Research Design

3.1 Introduction

Hutchinson and Waters (1987) opine that the selection method of any research will depend on the time and resources obtainable and the procedures of each will depend on ease of access. Taking this view into consideration, given the scope and purpose of the study, both qualitative and quantitative methods have been used to collect and achieve the required information.

3.2 Research Design Approach

The inductive approach was chosen, which meant that the themes and patterns will be discovered based on the opinions of participants instead of testing the hypotheses that are pre-determined (Bryman, 2016). This methodology agrees with qualitative and quantitative investigation, in which the aim is to develop knowledge as opposed to statistical generalization.

3.3 Research Design

A research design according to American Psychological Association (2018) is a strategy to follow in conducting a study in order to arrive at valid conclusions, specific attention is paid to the methods of collecting, analyzing and interpreting data. The research design is a mixed-methods study combining both qualitative and quantitative methods to give more comprehensive picture, deeper insight and more sound evidence when compared to either of the two methods (Creswell and Plano Clark, 2018). A semi-structured interview type of research developed by human resource management was used as a part of the mixed-

methods research design. Qualitative designs are suitable in describing descriptive data and examining phenomena which can hardly be quantified (Creswell and Poth, 2018). Semi-structured graduate students' interviews provide a balance between structured inquiries and flexibility so that the participants can discuss their experiences without making sure that the most important themes to the objectives of the research are covered (Kvale and Brinkmann, 2015).

Therefore, the main data collected from English graduates for this study was a semi-structured and individual questionnaire survey, including closed-ended, open-ended, and Likert scale questions. In addition, in-depth interview sessions were directed during this research with 10 different HR personnel from various industries as well to find out their opinion about the level of improvement of those who had completed language courses previously.

A semi-structured, open-ended interview allowed the researcher to explore issues that emerge during the conversation instead of focusing only on discovering answers to specific questions. The researcher was also able to delve further into other related issues that could enrich the data of the study. The notes from the audiotaped interview sessions were very helpful in receiving information about the performance of these individuals in the current requirements of job market requirements.

3.4 Population and Sampling

The population of this study was a total of individuals that fit the criteria and no longer than that of a typical population and according to which a researcher may take a sample to study (Creswell and Creswell, 2018). Population of this research was a total of individuals that studied their bachelors program in English at selected universities in the Dhaka city or the population is studying the Master's program. The selection of this

population was based on the fact that graduates are more likely to give true information about the employability issues and opportunities in the existing job market. The sample of the respondents was representative of academic backgrounds, work experience and areas of employment that enabled a holistic view of the employability of the English graduates.

3.4.1 Sampling Technique

Out of this population, a purposive sampling technique was used, whereby a participant was selected depending on the capacity to offer useful and informative content on the research problem (Palinkas et al., 2015). This study warrants the use of the purposive sampling technique- since mixed method approach has been complemented with a small sample population.

3.4.2 Sample Size

Sample size is the term used to refer to the number of participants, observations, or things chosen out of a population to be involved in a study; which will be used to draw conclusions about the whole population (Etikan, Musa, and Alkassim, 2016). The purposive sampling technique was used to sample 200 English graduates and 10 Human Resource representatives because this sampling technique will enable the researcher to sample those- that are directly pertinent to the study goals. The sample size was calculated according to the population size, the area of the study and norms in the similar studies on graduate employability. The sample comprised of graduates and human resources in different fields of work, such as education, media, corporate organizations and freelance opportunities. The sample also aimed at capturing a balance with regard to gender, academic background, years of work experience etc. as well as ensuring that the data gathered will give a whole picture of employability among the English graduates. In the purposive sampling approach, samples are

usually used to get data to understand a phenomenon.

The survey maintained a thematic format containing two rounds, which began with fundamental inquiries regarding the participants' self-evaluation of their communication skills in English. This round was comprised of queries about the respondents' language learning experiences, obtaining information about jobs and language skills, their socioeconomic opportunities, and, most importantly, the skills required for the employment they desired to pursue to advance in life or earn money. This section mainly addresses the English language, highlighting the necessary language abilities and how language skills are developed while participating in communication skills courses at their respective universities. The last item considered was their views on the language course and whether the job experience was helpful financially or otherwise as a result of their perceived competence.

3.5 Instruments

In research instrument is a tool or an item that is used to gather data about the participants, which may be in the form of questionnaire, tests, interviews or observation checklists (Creswell & Creswell, 2018). Instruments will make sure that data are properly and systematically recorded in order to answer the research questions.

Primary data collection process was completed through two forms of instruments I- Survey questionnaires and II- Interview questionnaires. The questionnaires surveyed were distributed among the students of three private universities in Dhaka city in addition to online student survey the questionnaire was published in Google format version and sent out to various students. This proved to be a useful instrument to achieve quantifiable outcomes regarding the attitude of the students towards the entire learning process and the needs that they consider would contribute to their professional life.

The second tool was interviewing questionnaire that was applied to interview HR heads. The researcher used verbal questions and marked the answers herself in this case. The data obtained in these interviews furnished all the requisite data on the part of employers about the current and future requirements of job markets on fresh graduates. During interviews, they have expressed their opinions on their favorite materials, skills and techniques compared to what they receive with the current English graduates or freshers.

The primary instrument used for data collection in this study was a structured questionnaire, designed to gather information about the employability, English communication skills and performances of English graduates. The students' questionnaire was divided into three sections:

i. Demographic Information – Collected data on participants' age, gender, university attended, year of graduation, current employment status and experience in HRM.

ii. Skills and Competencies – Included 6 items measuring graduates' self-assessment of language proficiency, communication skills, critical thinking, problem-solving, and other job-related competencies. Responses were recorded using a five-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (5).

iii. Employability Challenges and Opportunities – Consisted of 9 items exploring the graduates' experiences in finding employment, barriers faced in the job market, and perceptions of the relevance of their academic program to career preparation.

The questionnaire was validated by pilot phase to ensure content validity and reliability.

3.5.1 Student's Questionnaire

Furthermore, the quantitative study analyzed the English communication skill courses'

impact on and demand in the area of sustainable employability in Bangladesh for human capital development. There was a total of 9 questions in the student's questionnaire. Some were open-ended, and some were closed-ended, and students had to answer based on their experience. The open-ended questions were designed to elicit their opinions, which also disclosed insight into their overall capability in communication skills. For the Likert scale choices, on the other hand, they had to answer based on their achievement level.

The researcher used quantitative and qualitative data analysis tools. This study used a survey method, semi-structured and structured questionnaires were developed to get primary numeric and narrative data. The questionnaire was developed based on the Likert scale and was filled out by the participating students. Data has been categorized according to themes. This study is explorative and relies on inductive logic to conclude by threading new knowledge into hypotheses. The Qual-Quant sequential mixed methods design has been maintained regarding research design, with qualitative research as the core component and quantitative research as a supplement. Participants' attitudes and perceptions are carefully monitored via quantitative research to study the critical idea of the graduate employability and skill development program, which is then used to justify and explain the quantitative data of this research.

3.6 Data Collection Methods

Primary data were collected through semi-structured interviews, guided by an interview schedule designed around the research objectives. Open-ended questions were used to encourage participants to share their perspectives in detail (Kallio et al., 2016). Interviews were conducted face-to-face in a setting chosen by the participants to ensure comfort and confidentiality. Each interview lasted between 8-10 minutes and was audio-recorded with consent. In addition, field notes were taken to capture non-verbal cues and contextual details.

3.6.1 Data Collection Procedure

The first data collection procedure was ended in three stages:

- Preparation - Interview guide, ethical approval and recruitment of the participants.
- Implementation- Interviewing and recording the interviews in the preferred location of participants.
- Follow-up -Transcription of recordings verbatim and checking the accuracy by re-interviewing participants of choice to do respondent checks.

This controlled process made it reliable and improved the validity of the gathered information (Cohen, Manion, and Morrison, 2018). The data collection went through two stages; the piloting and the principal phase. To test the instruments and data collection mechanism, a pilot survey was launched in November 2023. The pilot was shortly followed by the actual data collection. The interviews were conducted individually, based on their connections, relationship and flexibility. All interviews and discussions in this research were written in English and Bengali and recorded by tape to make it convenient and have a record of the problems discussed. Once all the interviews were done, the researcher transcribed and translated the interview data.

Before the HR personnel were interviewed, they were provided with a questionnaire consisting of open-ended questions and closed-ended questions. The live interview was then conducted during office hours. Each interview lasted for 8-10 minutes; only 2 interviews took less than 4 minutes. The researcher, being acquainted with most of the HR respondents, made the sessions informal and less restrictive, which yielded more revealing information than would otherwise have been possible.

3.7. The Pilot Phase

3.7.1 Introduction

Pilot study is a small preliminary study that is finished before the main research to determine the feasibility, time, cost, procedures and instruments of the study. It assists in the identification of possible issues and to select the most appropriate research design to make the main study more effective and reliable (Van Teijlingen and Hundley, 2001). A pilot study was conducted to make sure that the questionnaire was not ambiguous, unreliable or unusable in the target population. The pilot phase also aided in detecting questions that were ambiguous, those that were confusing in wording or procedure and as a result the instrument was improved before the commencement of full-scale data collection.

Two participants that passed the selection criteria but were not included in the final sample were used as a pilot study. These were aimed at exploring the clarity and relevance of the interview questions, and also to find practical problems in the process of data collection (van Teijlingen and Hundley, 2001).

3.7.2 Objectives of Pilot Study

The main goal of the research is to determine the formal and understandability of questionnaire in an attempt to locate the place of these communications skills courses in their use. It is assumed that this pilot study will identify the reliability and validity of the instrument and identify and rectify any problem in the main data collection process. Also, this thesis aims the pilot study as the preliminary step for the main study. In essence, the pilot study goals to concentrate its attention on the current research area of interest as a way of ensuring the researcher understands the research topic before conducting the main research. In the case of a pilot study, the question is whether a further, vast study is feasible or not (Jeray & Tanner, 2012).

3.7.3 Sample Selection for the Pilot Study

Following the recommendation of Van Teijlingen and Hundley (2001), the pilot study included 10% of the total planned sample. Following this strategy the main study involves 200 students and 10 HR representatives and thus the pilot study was conducted with 20 students and 1 HR officer were selected for the pilot study. Selection procedures were based on convenience, but care was taken to ensure that the participants were selected to represent various dimensions that are important to age, gender, professional experience, qualifications, and geographical location. The research was conducted in the Baridhara DOHS Zone. Both of them are convenient from the capital city of Dhaka and in terms of transport and communication also the nature of these students and HR are pretty similar with other area in many aspects.

3.7.4 Types of Data

In the pilot phase of this mixed-methods study, both quantitative and qualitative data were collected to refine the research instruments. Quantitative data e.g., Likert scale or rating scale responses are used to assess the reliability and consistency of the questionnaire items. Qualitative data, such as open-ended responses or interview feedback, provide insights into clarity, relevance, and comprehensibility of the questions (Creswell & Plano Clark, 2018). Collecting both types of data ensures that the instruments are appropriate and effective for the main study. Interviews have been collected through cluster and randomized methods so that most of the sector's voices are heard.

3.7.5 Adjustment After Field Testing

Interview questions were adjusted based on questions asked during the pilot interview in the sense that the formulation of the questions was made more general, to allow the

participants to tell their own stories. After field testing, Section A from the student's questionnaire was deleted since the questions in that section were found to be repetitive and irrelevant during the pilot study. From the second research question, the teaching-related portion has been erased since no stakeholders from the teaching side will be added.

In the beginning, 20-30 minutes of interview time was allocated for each interview, but during the pilot study, the researcher found that 8-10 minutes suited better for the interview. The challenges that were realized during the pilot included the failure to estimate the time that would be spent in transcribing the audio recording, and also the time required to conduct the data analysis process in main study. In students' quantitative data collection procedure, focus group discussion was replaced with questionnaire survey.

For accumulating data, interviews formed the core method, where the researcher's technique of framing questions would provide participant-centric information rather than researcher-driven information. The researcher felt that an excessive preoccupation with what was in the interview guide was counterproductive and that the researcher should be more attentive to what the participant was expressing. When it comes to the role of a researcher, the aim was more to depict the entire process and to let the interviewees express themselves and the nature of their experiences.

The analysis of the recording and the transcript facilitated the process for focusing on improving the overall questions, the manner of introducing the issues to the interviewee, and the means of transitioning from one topic to another.

The pilot phase revealed minor ambiguities in two questions, which were rephrased for greater clarity. It also highlighted the need for additional clues to elicit more detailed responses. Adjustments were subsequently made to the interview guide, and the final version was deemed fit for use in the main study.

3.7.6 Results of Pilot Phase

Based on the findings from the pilot study, the researcher quickly solves basic problems plaguing the research before proceeding to conduct the research in its entirety to prevent research pitfalls. By utilizing this pilot study, the researcher has determined whether changes are necessary for the research design, the intervention, or the procedural protocols for a larger-scale study, with the acquisition of preliminary data, the assessment of data analytic procedures, and the identification of necessary funding, equipment, and staff.

From the analysis of the students' survey through the Likert scale, it is evident that communication skills courses are invaluable and students' improvement is demonstrable in different subsets of communication. Student interviews have revealed a new dimension regarding the output of employability growth.

On the other hand, interviews with HR officials have found a consensus on the positive effects of communication skills courses. However, there is room for further development since it is connected with the job market both nationally and internationally

3.8 Data Analysis Techniques

Thematic analysis was applied to analyze data, which is a common technique of identifying, analyzing and reporting patterns in qualitative data (Braun & Clarke, 2006). It was conducted in six stages to familiarize with data- i) generating initial codes, ii) Searching for themes iii) Reviewing themes iv) Defining and naming themes v) Producing the report.

The obtained information of this study is analyzed in terms of the autobiographical reflections and stories of the respondents to comprehend their socio-economic background and knowledge of English language better. These stories are not perceived as information but as testimonies of realities, the perceptions of respondents, values and mental aspects. The

information was structured into themes following repetitions. These included development of English language skills, language acquisition and use, interaction, economic gains and status. During the analysis of data all questions related to the objective of the study are taken into consideration. An act of discourse analysis of the witness testimonies revealed the two interpretations of personal experience, specifications, approaches towards the themes under study, and broader conceptual formations regarding the points of integration of the skills development programs in English language communication as an aspect of employability into the society.

Both interviews and questionnaire surveys were analyzed in Microsoft word and Microsoft xl with a view to develop a real picture to arrive at the purpose and efficacy of studying English language upon considering the view of academia and expectations and needs of employers respectively.

The answers of both the students and the HR were treated quantitatively. The total information gathered among the students was evaluated using a percentage of the responses of the students in the private university. The former section included data on their success after their graduation with ECSC and their English language proficiency. Later on, they were allowed to express their views in the form of open-ended questions in order to outline the advantages and disadvantages of the learning methods in the classroom and regarding their expectation. This data was needed in the analysis to view whether or not the students are conscious of the kind of real requirements in the job market.

The researcher selected tertiary-level students of three different private universities in Dhaka city. The total number of students surveyed was 200. Data was collected in two modes - online (48, using Google Forms), and offline (123). Besides, HR interviews were conducted by the researcher from ten different organizations to get firsthand knowledge about the

demand of national and international organizations.

3.9 Ethical Issues

All interviews, including local experts, were anonymized and referred to by pseudonyms; no personally identifying information was collected. Participation in this research was entirely voluntary, transparent, and secure. Participants were provided with an informed consent form, outlining the purpose of the study, their right to withdraw, and assurances of confidentiality and anonymity (Orb, Eisenhauer, & Wynaden, 2001). Pseudonyms were assigned, and all recordings and transcripts were securely stored

3.10 Limitations of the Research

While mix method research provides in-depth insights, its findings are context-specific and cannot be generalized statistically (Creswell, 2014). The sample size, though adequate for qualitative analysis, may limit representativeness. There were some limitations faced during the data collection period. Due to time and other limitations, data were collected directly only from 3 private universities; therefore, several other private universities where English communication skills courses are offered were left out. Through an online Google form, data was collected from the Dhaka and Chittagong divisions, but this accounts for only one-fourth of the whole data collection.

It was very hard to get the chance to collect primary data for two reasons; firstly, at the majority of the universities, the semesters were ending so live classes were over and limited students were available; secondly, because of the heat wave red alert of April 2024 after Eid-ul-Azha and Pohela Boishak vacation, all the universities were conducting classes online. Thus, the researcher tried to collect data by using different social media and different online applications, but the responses were very slow.

The research could have been more comprehensive if it had been conducted on all the classes and courses to gather more data. Nevertheless, the collected data helped to show the real situation of the English communication skills courses with regard to students who are struggling to use the English language for professional, personal and academic purposes.

For interviewing HR personnel, different organizations inside Dhaka city were chosen for convenience. Moreover, since Dhaka is the hub of all decision-making activities, it was prudent to suppose that organizations outside Dhaka might not be as informative. It is the usual practice for most organizations to have their headquarters in Dhaka. Moreover, to get a well-rounded perspective, the last sector of investigation chosen was the educational institutions, and the information for this sector was collected both from Dhaka and outside Dhaka.

The most impeding limitation of the research has been the availability of time. It was difficult to manage time adequately to concentrate on research work, especially when conducting the survey or talking to students on weekdays. Another limitation was to travel outside Dhaka for the purpose of research; it was difficult to move as fast as required and complete the survey from the students of rural and suburban areas according to the appointed time at different universities.

This chapter presented the research philosophy, design, sampling strategy, data collection methods, pilot study, and data analysis procedures employed in the study. Measures taken to ensure trustworthiness and ethical conduct were outlined, as well as methodological limitations. The next chapter will present the findings and analysis derived from the collected data.

Chapter Four

Data Analysis

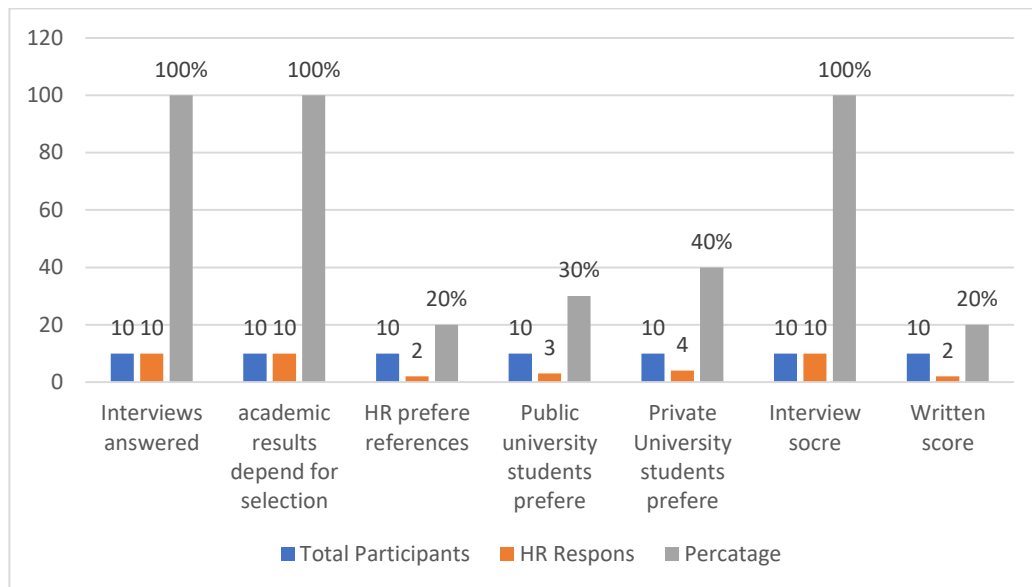
4.1 Qualitative Analysis of Interview Part

A total of ten interviews from human resource officers or employees were conducted, recorded, transcribed and mentioned as E1, E2, E3, E4, E5, E6, E7, E8, E9, E10 in this study. The duration of each interview was ten to twelve minutes. According to Creswell and Creswell (2018), qualitative data can be quantified through descriptive statistics such as frequencies and percentages to provide a visual understanding of thematic trends. The analysis of the data based on ten semi-structured interviews was conducted under the descriptive analysis of frequency and percentage. The responses given by the participants were then thematically coded after transcribing the interviews and this way the recurrent ideas and patterns about English communication skills courses of English graduates and employability skills were discovered. All the themes were then quantified by the number of those who would have mentioned them. The percentages were then represented as frequency in order to have a clear picture of the relative importance of each theme. This simple statistical description served to bring out the most popular notions among the participants. To visualize the distribution of data, the findings were provided in tables and bar charts that were prepared in Microsoft Word and Excel.

First question was - on what basis do you select the interns or beginners?

Table1

Selection Process of Interns/Beginners



Note. Data collected and analyzed by the researcher from own data .

Ten interviews were conducted and recorded. Interviews took minimum 10 maximum 45 minutes. In response to this question, the researcher has summed up the reply in this way- they pay high attention to a combination of talents, attitude, and potential, not only academic performance but also the correct attitude and desire to learn, so that even a novice can soon become a useful member of the team.

Ten out of ten HR interviewees answered that priority is given to interview sessions, side by side with academic results (40%), also depending on the position that will be hired (Table 1). hardly HR prefers references (10%). Sometimes, public university students get priority rather than private university (30%). A collective or combination of all, such as

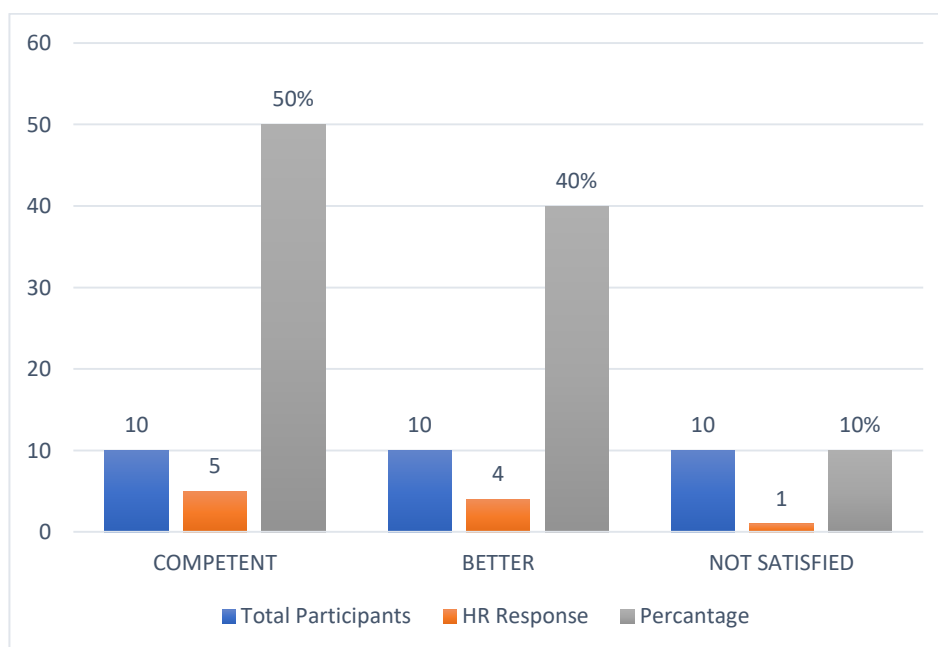
interview scores, written scores, references, and academic results or performance, helps the HR body to set the right candidate (20%).

Besides, in conversation with HR, some other additional points have also been noticed by the researcher, such as E1 saying ‘family background’ and ‘ambition’, since these extra qualities will help a graduate to become an efficient professional.

Second question was- Do you think private universities are producing competent English graduates to meet the demand of the job sectors?

Table 2

English Graduates' Employability Performance



Note. Data collected and analyzed by the researcher from own primary data.

The reply to the second question has been abridged by the researcher in the following

way: considering the recent course of events, there are increasing doubts about the quality of teaching and trainability of the English graduates being produced by the fast-growing number of private universities in Bangladesh, which strongly challenges the competitive labor market in the country.

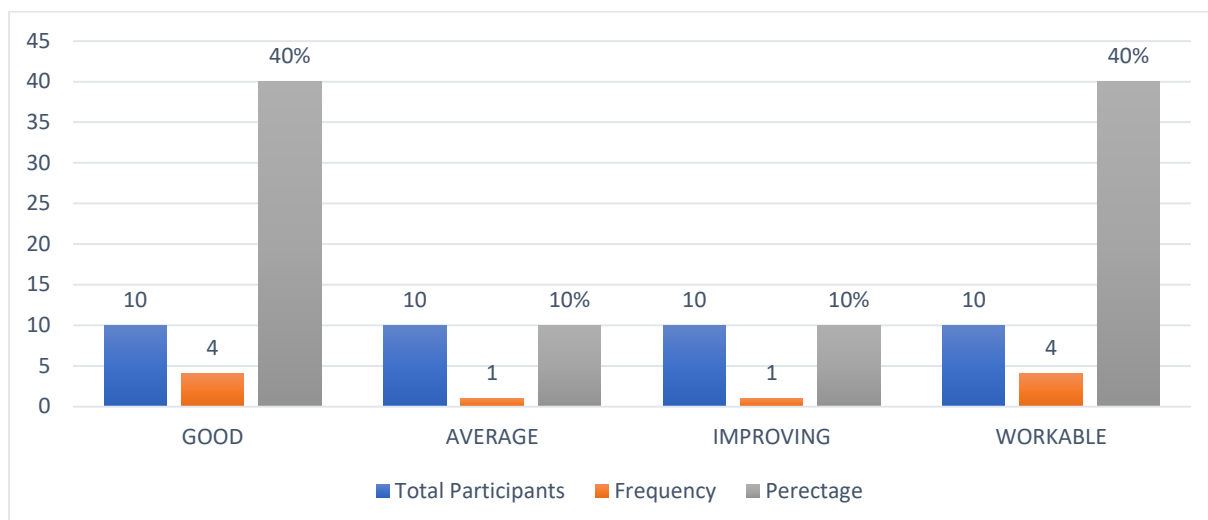
Regarding the graduates' competence level in the overall performance in the present job sector, (Table 2) the employers' reactions were similar; 50% of HR replied positively that the private universities are producing competent English graduates to meet the demand of the job sectors. Another 40% replied 'better', "to some extent competent English graduates are producing". The rest 10% said English graduates are not competent enough or "not satisfied," said E1. E2 and E3 assert 'better written though less spoken', E7 says 'need more competence', and additional remarks from E9 'some private universities are doing excellent' though "some private universities are producing competent English graduates, not all private universities." E11 remarks 'in some extent yes as there is various scope of preparing and presenting smart presentation'.

As much as they are doing in streamlining the universities that are privately run, there needs to be continuous emphasis on skills enhancement and communication with regard to the preparation of real-life fields by the graduates of the universities.

Third question was - How are Bangladeshi English graduates doing in the job market with their English language skills?

Table 3

English Graduates' Communication Skills



Note. Data collected and analyzed by the researcher from own primary data.

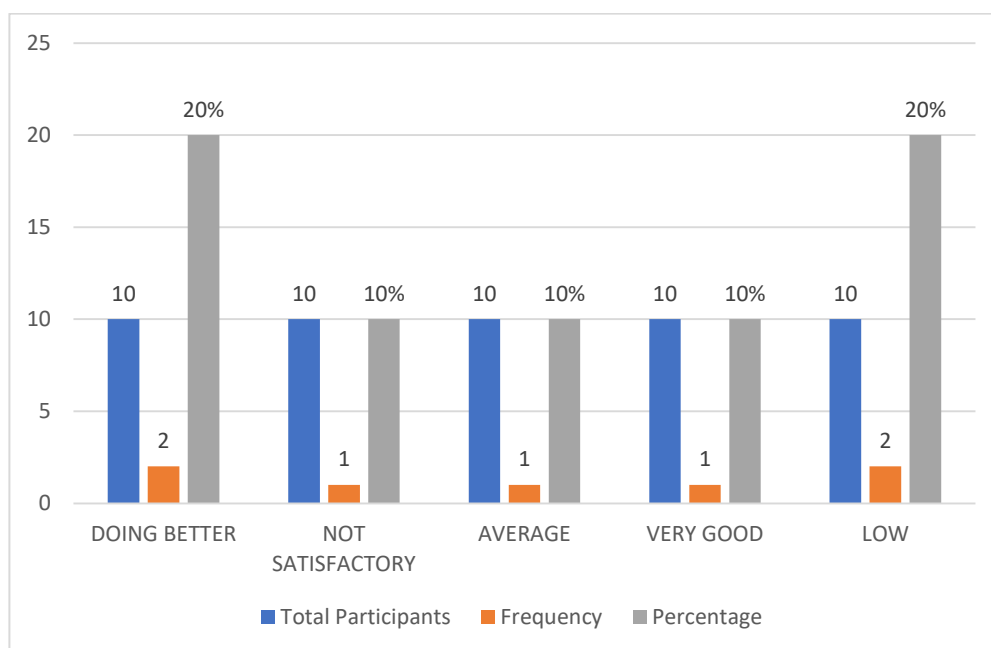
English graduates' language proficiency is regarded as an important resource in a competitive job market, particularly in the sphere of corporate communication, education, and outsourcing. Table 3 demonstrates out of 10 interviewees, 5 or 50% replied 'workable', or 'average' improving, another 40% or 4 said 'competent', 2 said better than some European countries specially students from English medium are doing fine, rest said low or overall low, very few said average. The rest 10% said 'disappointing'. In elaboration E1 says 'improving', E2 says 'less idea though English medium background students are doing well and this has a good impact in business, E3 says also echoes E2 replies, E4 and E9 says 'workable', E5 says 'graduates are unable to perform accordingly' E6 says fair, E7 sounds quite something new 'depends on upbringing" he emphasized on family values. E10-'In relevant sector, quite well', E11- 'English graduates are mostly engaged in the teaching profession; however, a group of fresh graduates always opt for scholarships abroad, and the rest find jobs in the job market, especially in NGO sectors.'

In order to stay in competition not only in this country but also in the world, graduates of the English language in Bangladesh would still have to enhance their communication and critical-thinking ability additionally to fluency in the academic aspects of the English language, as well as to use it in real life.

Fourth question was- How are Bangladeshi English graduates doing in the international job market in comparison with graduates from other countries?

Table 4

Performance of English Graduates' Internationally



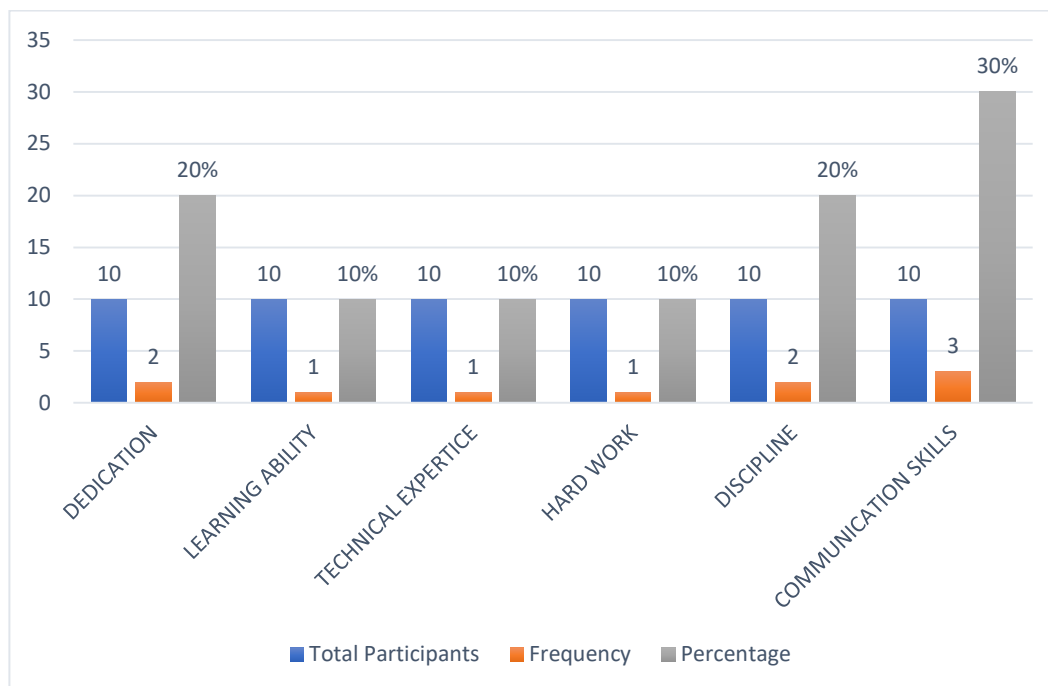
Note. Data collected and analyzed by the researcher from own primary data.

With the increasing number of job opportunities brought by globalization, the questions raised concern of the performance of Bangladeshi English graduates in the international job market have been scrupulously raised. Regarding the international

performance of English graduates, a diverse answer was found from the data analysis by the researcher, which is completely different and brought new insight for the researcher. In comparison with other graduates (Table 4) out of 10 HR 2 says or 20% replied that “in Asia Indian graduates are doing better internationally or well, In Asia Indians are doing better than us.” both E7 & E10 gave the same opinion, 2 replied ‘those who are from English medium background are doing better’ E2 and E6 gave a same answer which covers 20%, ‘better’, ‘workable’ and ‘average’ these answers received from E3, E4, E8. 1 replied not satisfactory E5, E11 ‘With the opportunities of foreign NGOs, a group of English graduates is already engaged in working with the core NGO authorities.’ E 9 added- ‘they may struggle in the international job market compared to graduates from other countries due to varying levels of English proficiency and global exposure.’

Though the graduates are promising in Bangladesh, there is a need to narrow the differences between them and their counterparts.

Fifth question was - which skills are essential for employability growth from your point of view?

Table 5*Essential Skills for Employability Growth*

Note. Data collected and analyzed by the researcher from own primary data.

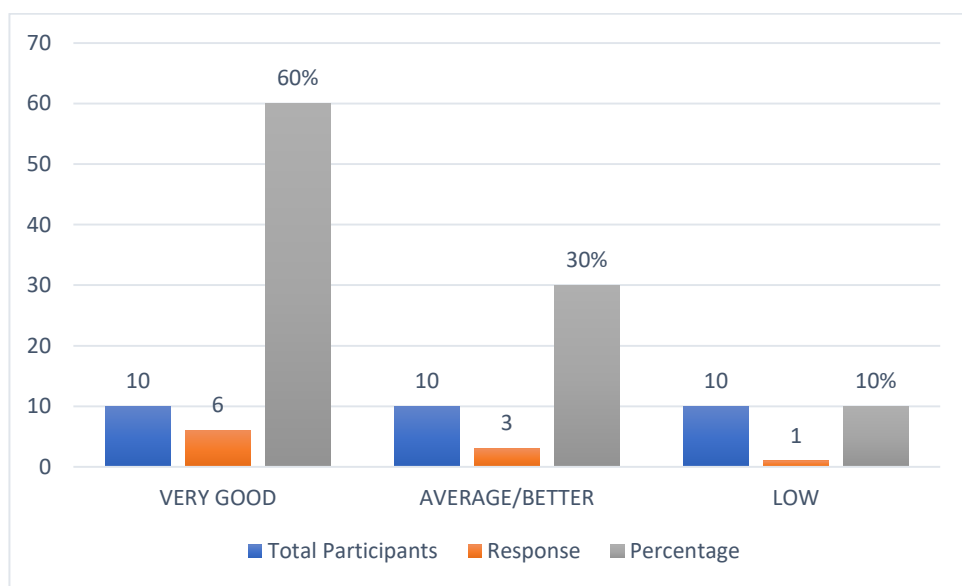
On essential employability growth skills, employees highlighted the following points besides the 8 points of Cambridge ELT framework (2014): (Table 5) commitment, dedication (20%), learning ability (10%), hard work (10%), discipline (20%), social skills, functional knowledge, subject knowledge, adaptability, critical thinking, curiosity, technical knowledge, adaptability good networking. The rest of the points are as below-

Sixth question was - How do you evaluate English graduates' communication skills in your work environment?

Effective communication skills - be it verbal or written are important in Bangladesh in the new age work setting, and English graduates are expected to have excellent communication skills, especially in an administrative and client relationship environment.

Table 6

Evaluation of English Graduates Communication Skills at Present Workplace



Note. Data collected and analyzed by the researcher from own primary data.

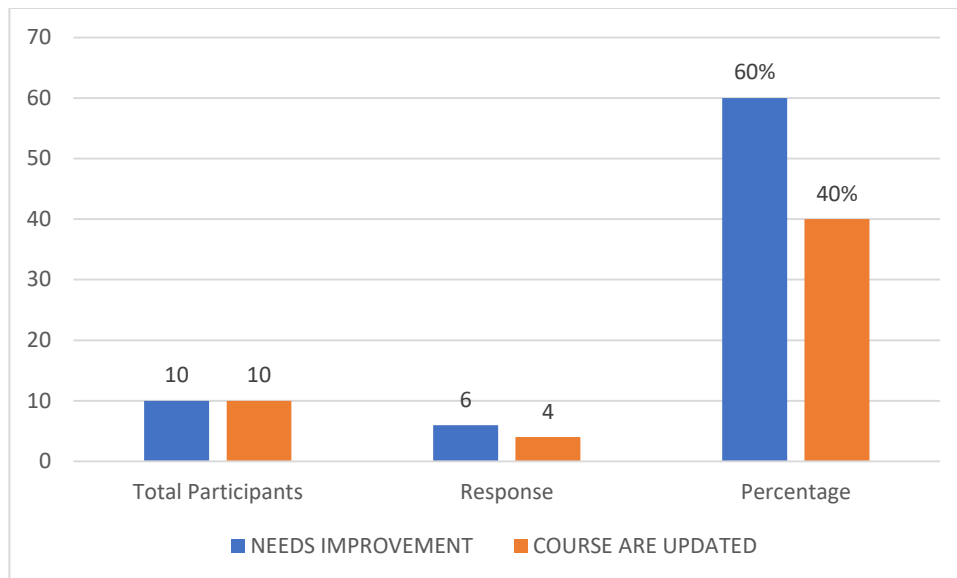
An observation regarding the current work environment communication skills of English graduates (Table 6). All the interviewees replied positively. Such as some said 60% - E6, E7, E10, E1, 'very good' or 'good 2', 30% said "average," or "above average," E5 replied low 10%. Relatively better". E10- 'Fair but not up to mark'. Although it is true that most graduates who pursue English as a subject are well equipped with theory, there is

always a specific hole in effective communication where the studied learners fail consistently in fluency in unexpected speaking, professional writing, and cross-cultural communication.

Seventh question was- Do you think communication skill courses offered by private universities are preparing graduates to meet the new challenges of the 21st Century?

Table 7

Upcoming Challenges



Note. Data collected and analyzed by the researcher from own primary data.

Since the workplace of the 21st century requires the ability in dynamic communication, critical thinking, and digital fluency, the private universities in Bangladesh have offered several courses in communication skills to help their graduates communicate more efficiently. At this point (Table 7), 3 replied communication skills need improvement by

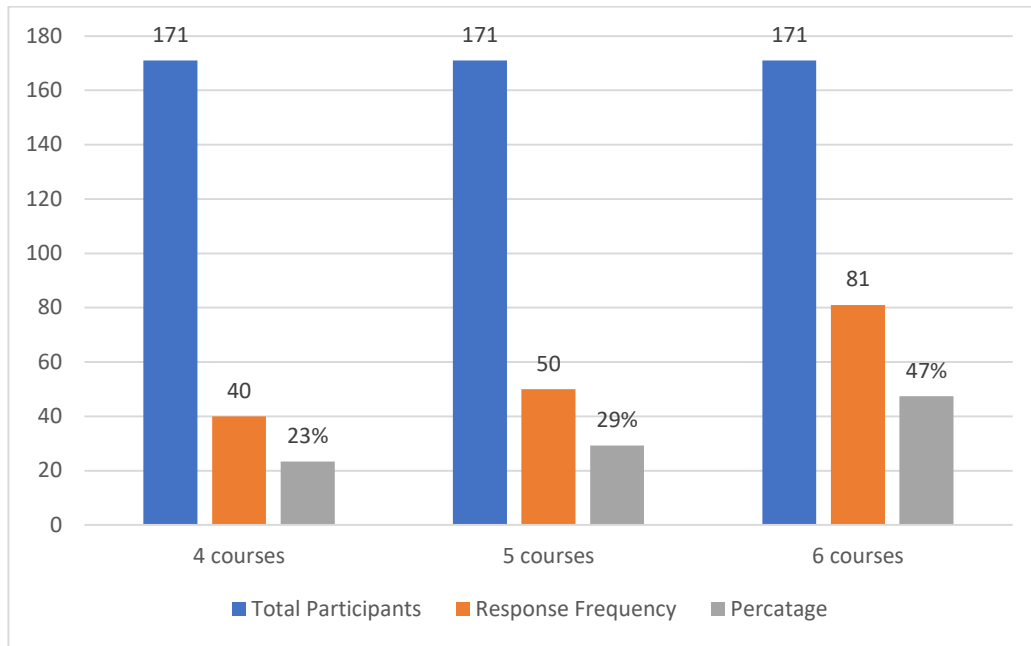
30%, and 40% said courses are well arranged and upgradation will be done as time passes by, 20% said partially fine, 10% said not updated. E10 said -yes. Good communication skills (both oral & written) are mandatory in the 21st century, and private university graduates are being better prepared by taking such courses. E11 says- “-not actually. Before opting for any such option, the university education status with good feedback needed to be evaluated”. Even though these courses are the right step, but most of them are not practically oriented and also do not match the industry, rather they must be redesigned to address the global and future workplace needs.

4.2 Quantitative Analysis of Student Survey

Question 1. At the beginning, students were asked about the number of communication skills courses they had completed during their graduate program. The reply varies from 4 to 6 courses, and the names of the courses are –English for professional purposes, Business English, English for Professional Development etc. In the academic program of the different Bangladeshi university, these skills of English communication were frequently filled by a combination of courses, which could be classified as foundation and elective courses that provide the students with the maximum possible value of improved English communication ability and preparation to work.

Table 8

Total Number of ECS Courses



Note. Data collected and analyzed by the researcher from own primary data.

A maximum (Table 8) student 81 out of 171 students receive 6 courses on ECSC during their undergraduate program 47% have agreed on this point. 23% to 29% of students cover 4 to 6 courses.

Nevertheless, institutions differ in the way the number and quality of these courses are taught, and by attending such classes only, the student will not necessarily have practical communication skills unless they put the learning into practice in reality, too.

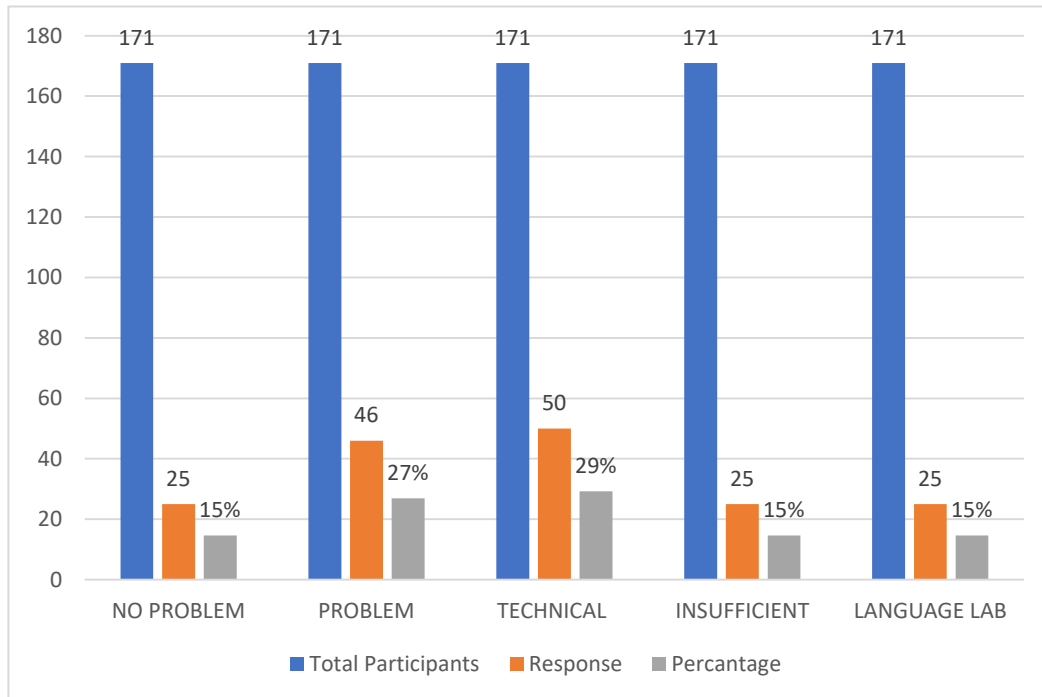
Q.2-was about the problems students have faced in pursuing or learning the communication skill courses at their university.

English communication skills are usually taught as foundation and elective courses together to develop the level and enter the field of study. But these courses in terms of quality and quantity are different in each institution, and just by attending them, one does not

necessarily obtain practical communication skills unless accompanied by practical application.

Table 9

Problems Faced During Learning



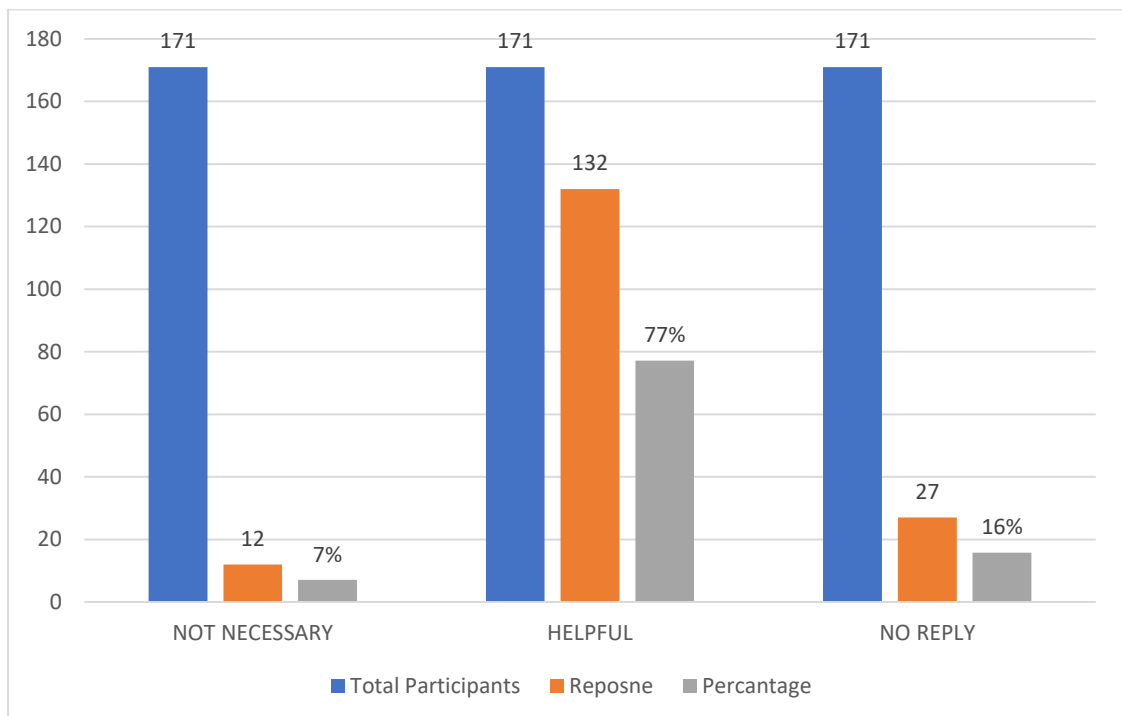
Note. Data collected and analyzed by the researcher from own primary data.

The analysis is given here-(Table 9) 25 out of 171 respondents (15%) replied that they didn't face any problem. Others have mentioned different issues, such as the GTM method followed (27%) and technical issues (29%), such as insufficient support (15%) of the internet, and lack of language lab facilities (15%).

Q. 3- To what extent do you think that these courses will meet/have met your English language communication skills in your career?

Table 10*Purpose Serve for English language Communication Skills in Your Job/Career*

English communicative skills courses have therefore emerged as a competitive advantage, particularly in the job market in Bangladesh, where English communicative skills could mean the difference between getting or not getting a particular job.



Note. Data collected and analyzed by the researcher from own primary data.

Almost every student (Table 10) 77% (132/171), thinks that these courses will meet or have met their English language communication skills in their career, while others replied that they had benefited either directly or indirectly. As a few said, communication skills courses were helpful to improve fluency; some respondents agreed that their writing and

communication skills courses helped them to improve on these two aspects. On the other hand, some 7 % (12/171) replied that those courses were not so helpful, and the rest (16%, 27/171) did not reply.

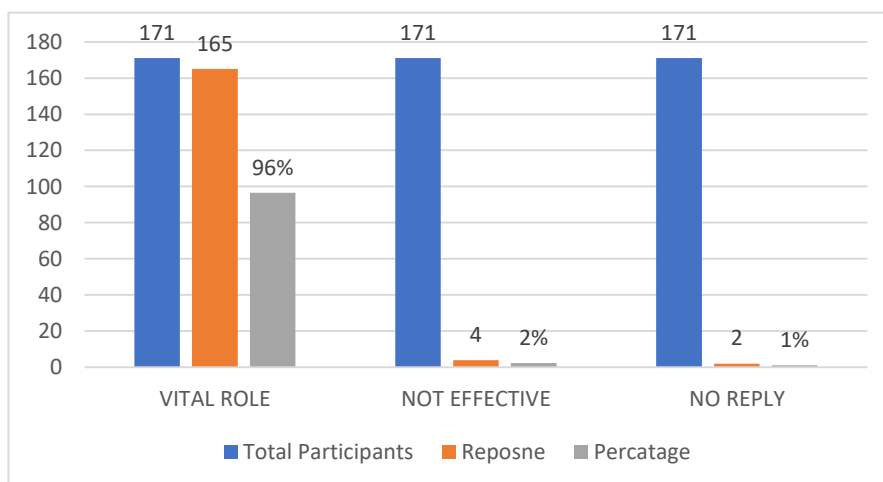
As it is evident, good English communication skills are no longer desirable but a requisite to career development, international employment opportunities, and effective engagement in contemporary jobs in Bangladesh.

Q. 4-What role do you think English communicative skills play in the Bangladesh job market?

The English proficiency in communication ability has become an identifying factor in the current competitive Bangladesh job market, particularly in the areas of business, education, IT, and multinational organizations.

Table 11

Role of ECSC



Note. Data collected and analyzed by the researcher from own primary data.

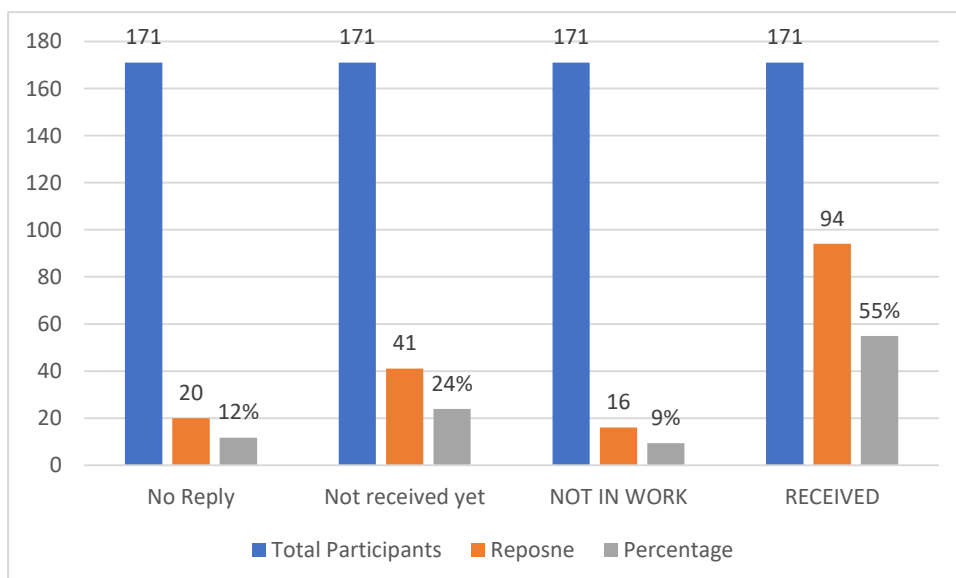
The role of English communicative skill courses is vital and also plays an important role in Bangladesh's job market 96% of 171 students (Table 11), 165 have agreed on this. Some (2/171) did not reply, and (4/171) said that those courses are not that important. Effective English verbal communication is no longer an optional skill, facilitating career advancement, international workability, as well as effective integration into the contemporary working environment in Bangladesh.

Q.5 -what additional opportunity or incentive have you received as a graduate in English in your career? Please mention them here:

Replies from students –‘the English degree offered in Bangladesh has enabled me to have a variety of opportunities, especially where the skills of language, communication, and analysis are very important.’

Table 12

Additional Opportunity



Note. Data collected and analyzed by the researcher from own primary data.

Regarding any additional opportunity or incentive of being a graduate of English in their career this question has covered a wide variety of answer such – being an English graduate some get better job, CSC helped to get voluntary work, these courses help to develop their critical thinking ability, improved fluency and vocabulary, can apply for different jobs easily, presentation skills develop, future will be good, good listener and writer, got offers from MNC, healthy community, helpful in teaching or tutoring children, got better job, good job, working as a team leader, working in English language club, research opportunity increased, helpful for IELTS, communication with international body, achievement in club activities , work with honor, fluent in speaking, knowledge enhancement, got various opportunity to work as an RA in multiple projects, part time content writer ,good communication skill, leadership skill, time management skill, working as an English Teacher at well-organized institution, People’s attention, Enhanced my knowledge about English Literature, Linguistics, Language, As all the government job questions include English test, I think this can be considered as an opportunity, YouTube channel& content creation, as a translator , Strong communication skills, analytical abilities, cultural awareness helps excel in various industries, easy to handle any problems arise in job sector because I completed some courses regarding this issues like Public Relations.

Table 12 highlights- 94 students out of 171, or 55% said affirmatively that they are facilitated by being an English graduate in different ways at different times, directly or indirectly. Some said (24%,41/171) did not receive any advantage, and others (9%,16/171) were not at work, and 20/171 or 12% did not answer the question. Not received yet, as they are from an English-medium school and college.

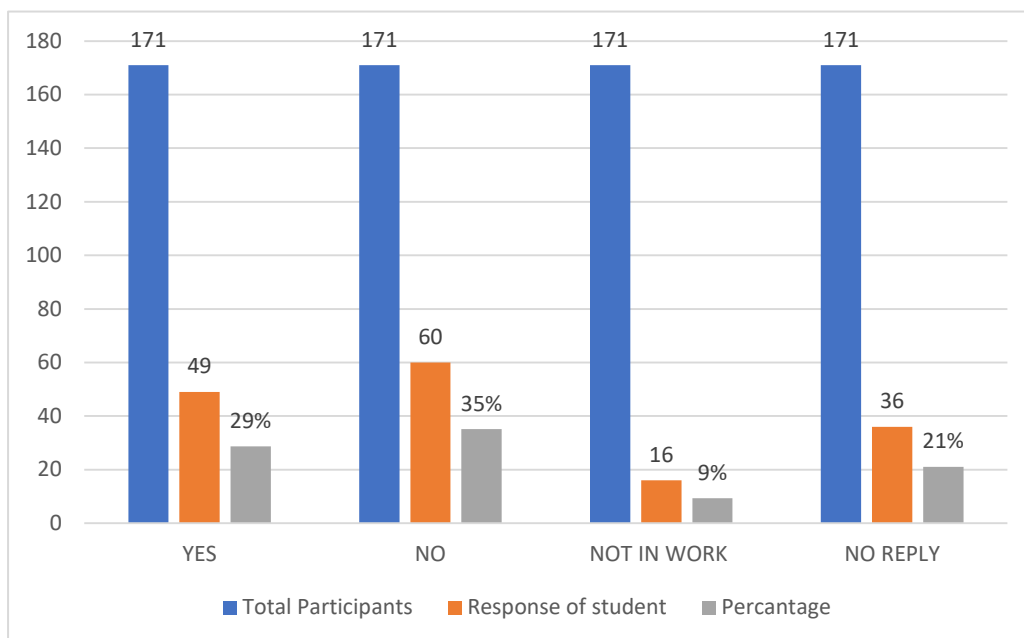
Effective English verbal communication is no longer an optional skill, facilitating career advancement, international workability, as well as effective integration into the contemporary working environment in Bangladesh.

Q.6 - Do you face any problems in your present job due to a lack of communication skills in the English language? If so, please mention that here:

Most jobs in Bangladesh require well-developed English communication skills because of the necessity to write reports, dealing with clients or attend meeting and any deficiency in this regard is a nightmare.

Table 13

Problems Due to Lack of Communication Skills



Note. Data collected and analyzed by the researcher from own primary data.

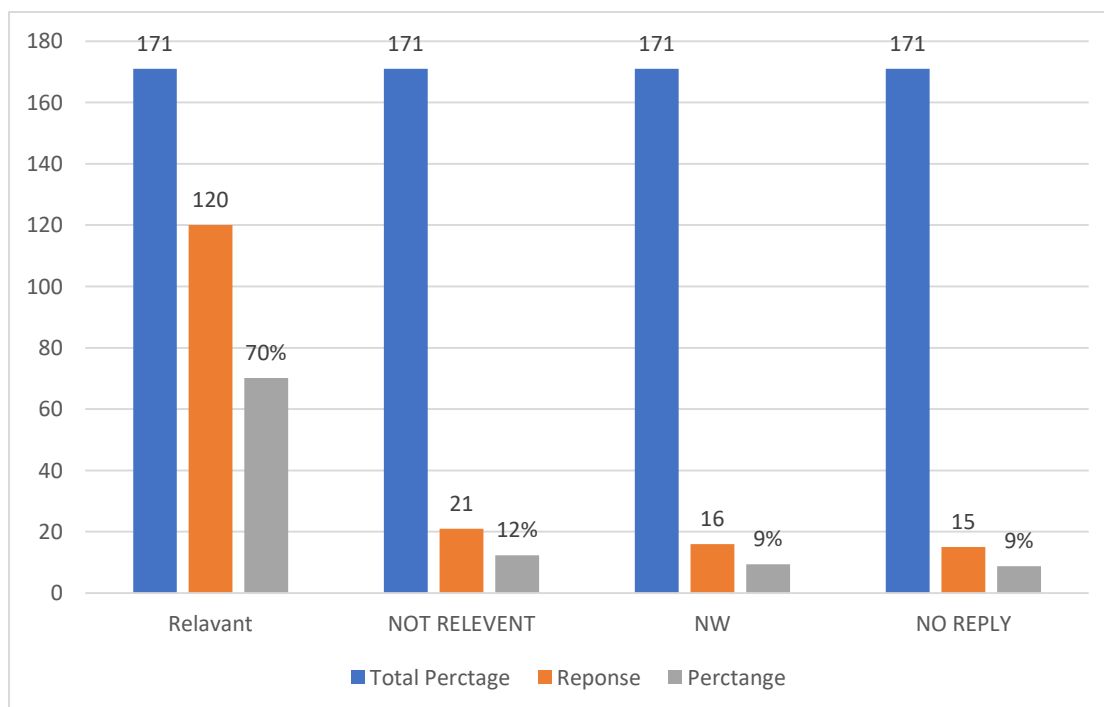
Yes, replied 49/171(29%) (Table 13). They also mentioned various types of crises at their present job such as lack of communication skills in the English language misunderstandings or disagreements at the workplace, giving presentations and writing projects becoming very difficult, not making a good connection with other colleagues, difficulty in convincing buyers, fluency disturbs work mood, speaking shows lack of

confidence, lack of communication skills hinders confidence at job, speaking skills is not up to the mark, vocabulary is insufficient, lot of other problems had to face due to lack of communication skills, not possible to communicate with others easily, face so many problems in my job career. Sometimes the researcher faces some issues due to my lack of communication. Yes, I face many types of communication problems., Because I cannot speak English. “No” reply 60/171, which is 35%, did not reply 21%, and not in work 16/171, which is 9%. Consequently, fluency and confidence during English communication may be the issue that limits job growth, engagement in meaningful projects and general job performance.

Q.7 - Do you think that communication skills courses are designed to meet today’s socio-economic challenges?

Table 14

ECS are Meeting Socio-Economic Challenges



Note. Data collected and analyzed by the researcher from own primary data.

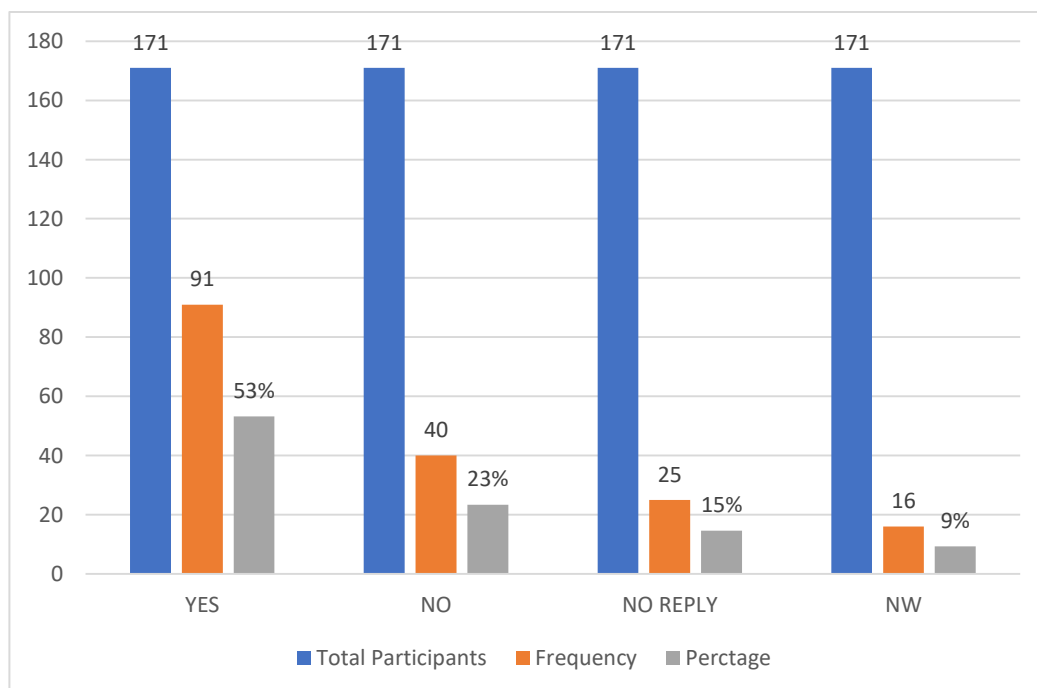
Table 14 illustrates - the relevance of the communication skill courses for new employment, 120 out of 171 students or 70% replied that the communication skills courses are relevant for new employment not relevant 21/171 or 12%, not in work 16/171 or 9%, no reply 9%.

Q.8 – Have you taken any other training or workshops to develop communication skills besides courses offered by the university for a better future? Please mention them here.

Table 15

Other Training Besides ECSC

Having realized the drawbacks of a university course only, a good number of English graduates in Bangladesh are currently making efforts to go the extra mile to supplement their learning to improve their communication in pretext to improve their career.



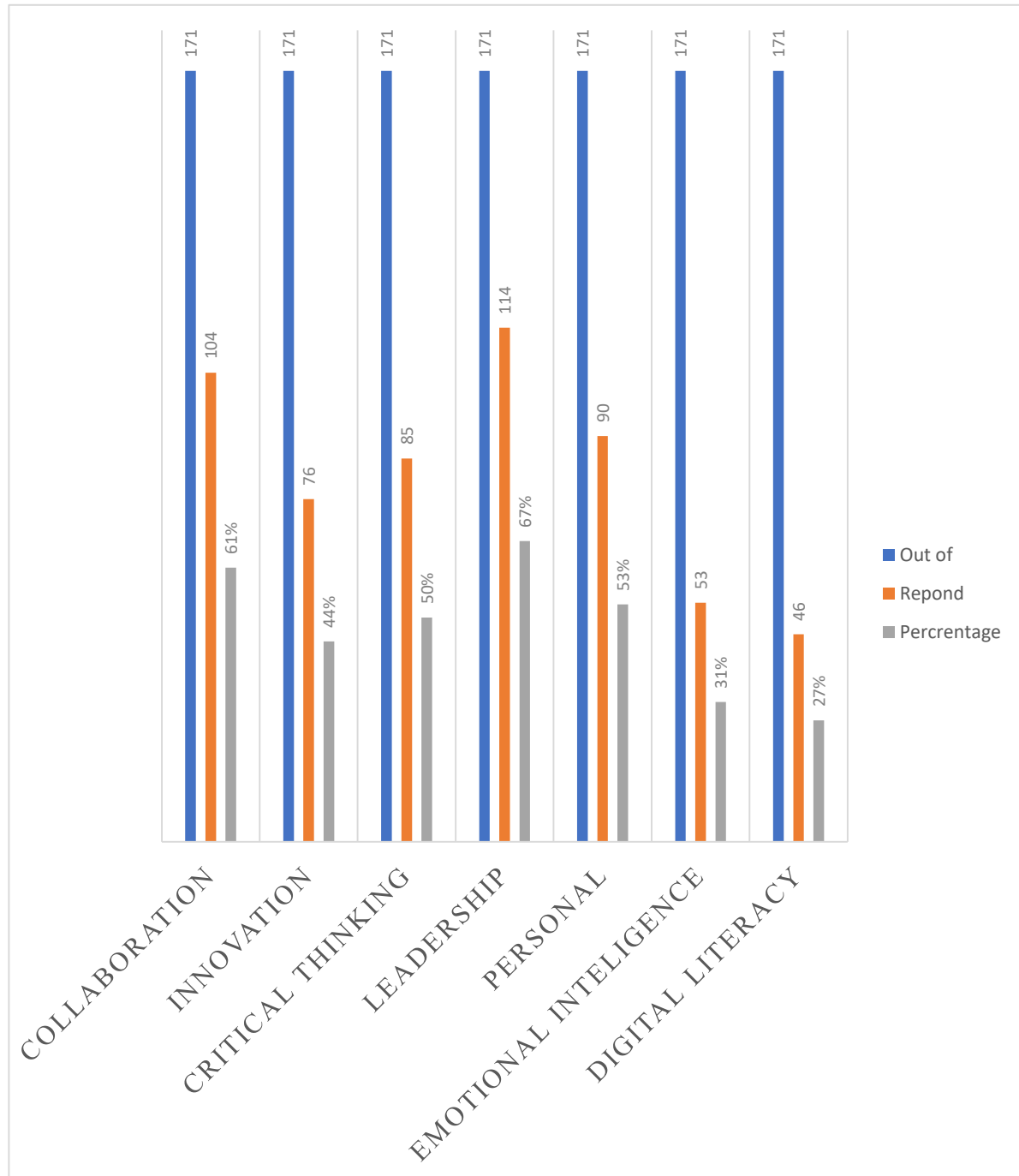
Note. Data collected and analyzed by the researcher from own primary data.

Table 15 shows- 40 graduates out of 171, which is 23% of the total, replied that they did not take any other courses besides communication skills courses. 'Yes' replied (91/171, 53%), many of them are involved in online free courses, especially activities such as watching English movies, and songs are very common among students to develop communication skills. Some others reply that they always participate in different seminars, workshops, training, and club activities at their respective universities. No Reply was 15% and not at work was 9%.

This is extremely important as such additional work, in the form of workshops, online or vocational development programs, boosts confidence and practical fluency needed to achieve professional goals within the competitive labor market today.

Q.9 - How do communication skills influence other working skills? Make a list from the following-

The communication skills that are provided in the modern situation in the Bangladesh workplace can be seen as the basis of other important working skills such as teamwork, leadership, problem-solving, and time management.

Table 16*Communication Skills Influence Other Working Skills*

Note. Data collected and analyzed by the researcher from own primary data.

Effective communication not only boosts cooperation and productivity but also directly influences the general performance, which makes it one of the determining factors of professional success in any sphere in Bangladesh. From the students' point of view(Tale 16), 61% agreed that teamwork and collaboration are important for employability skills, 44% went for innovation and problem-solving capacity, critical thinking ability as employability skills highlighted by 50%, leadership quality 67%, personal management 53%, emotional management 31% and technological skills 27%.

4.3 Likert Scale Analysis

The data appears in students' self-assessment about the learning impact of ECS courses on language proficiency had six different categories(Appendix B). The categories are-reading comprehension, writing ability, fluency in speaking, listening, grammar and vocabulary. The information is presented in the form of the number of subjects or cases categorized according to the quality of performed tasks or outcomes in terms of excellent, good, satisfactory, fair and poor. A Likert scale is an ordinal scale that measures respondents' perceptions, attitudes or opinions and ranges from the lowest to the highest value, ranging from one to five, where a score of one represents strongly, while five represents strongly agree. For this analysis, categories are as follows:

- **Excellent: 5**

- **Good: 4**

- **Satisfactory: 3**

- **Fair: 2**

- **Poor: 1**

Now, the results of each category provide meaning to what has been collected by the students' **self-observation**

Table 17

Reading Analysis of Likert Scale

Rating Category	Number of Responses	Percentage (%)
Excellent	31	27.9%
Good	51	45.9%
Satisfactory	19	17.1%
Fair	9	8.1%
Poor	3	2.7%
Total	113	100%

Note. Data collected and analyzed by the researcher from own primary data.

The opinions of the respondents were assessed using a five-point Likert scale. These were the categories of excellent, good, satisfactory, fair and poor. The findings indicate that most of the respondents scored the item at a positive level. There were 51 (51%), 31 (31) responses respectively who rated it as good and excellent respectively (Table 17). In the meanwhile, 19 (19%) of the respondents rated satisfactory, 9 (9%) rated fair and only 3 (3%) rated poor.

The above shows that the majority of the respondents had positive perceptions with 82% of the participants (Excellent & Good) having positive ratings. The low proportion of fair and poor responses is an indication that the proportion of satisfaction was rather high among the participants. In general, the result of reading skills analysis indicates that there is a

great positive impression of the assessed factor.

Table 18

Writing Analysis of Likert Scale

Rating Category	Frequency	Percentage (%)
Excellent	13	13%
Good	44	44%
Satisfactory	32	32%
Fair	9	9%
Poor	5	5%
Total	100	100%

The results revealed (Table 18) **that** most of the respondents recorded their opinion to the assessed variable positively. Precisely, 44% and 13% rated the aspect good and excellent respectively and this makes 57 % of the answers. In the meantime, 32 % of the respondents had a neutral perception and rated the aspect as satisfactory. Conversely, 9% and 5% respondents gave fair and poor rating respectively, which depicts little dissatisfaction.

On the whole, the results indicate that the respondents have mostly positive attitudes towards the measured factor, as more than a half have positive attitudes. The percentage of negative feedback is quite low, which proves a high level of acceptance and satisfaction of the respondents in their writing skills.

Table 19*Fluency Analysis of Likert Scale*

Rating Category	Frequency	Percentage (%)
Excellent	10	10%
Good	29	29%
Satisfactory	31	31%
Fair	21	21%
Poor	10	10%
Total	100	100%

Note. Data collected and analyzed by the researcher from own primary data.

As these data demonstrate (Table 19), the greatest percentage of respondents (31%) rated the aspect as satisfactory, with 29 then ranking it as good. At the same time, 10% of the respondents rated it as excellent, 21% and 10% rated it as fair and poor, respectively.

On the whole, the analysis shows that the respondents could be characterized as moderately opinionated since the numbers of the responses in the neutral-to-positive scale are 59% (Excellent + Good + Satisfactory). There was however, a significant (31% combined Fair and Poor) amount of dissatisfaction. It implies that the general impression is acceptable, but it still can be improved to increase the number of positive events and decrease the number of negative attitudes among the respondents.

Table 20*Listening Analysis of Likert Scale*

Rating	Frequency	Percentage
Excellent	22	20.56%
Good	48	44.86%
Satisfactory	22	20.56%
Fair	12	11.21%
Poor	3	2.80%
Total	107	100%

Note. Data collected and analyzed by the researcher from own primary data.

The results (Table 20) of the survey show that most of the participants were positively minded towards the listening skills. Of 107 respondents, 22 (20.56%) rated it as excellent, and 48 (44.86%) respondents rated it as good. There were 22 other respondents (20.56%) who found it satisfactory which means that they expressed an indifferent attitude concerning its approval. The percentage of negative feedback was rather small as only 12 respondents (11.21%), classified it as fair and 3 respondents (2.8%) as poor. On the whole, these results indicate that the reaction is rather positive, and a great majority could be satisfied, although some small segment could use certain actions to make the experience or the result even more positive.

Table 21*Grammar Analysis of Likert Scale*

Rating	Frequency	Percentage
Excellent	13	12.26%
Good	45	42.45%
Satisfactory	29	27.43%
Fair	10	9.43%
Poor	6	5.61%
Total	103	100%

Note. Data collected and analyzed by the researcher from own primary data

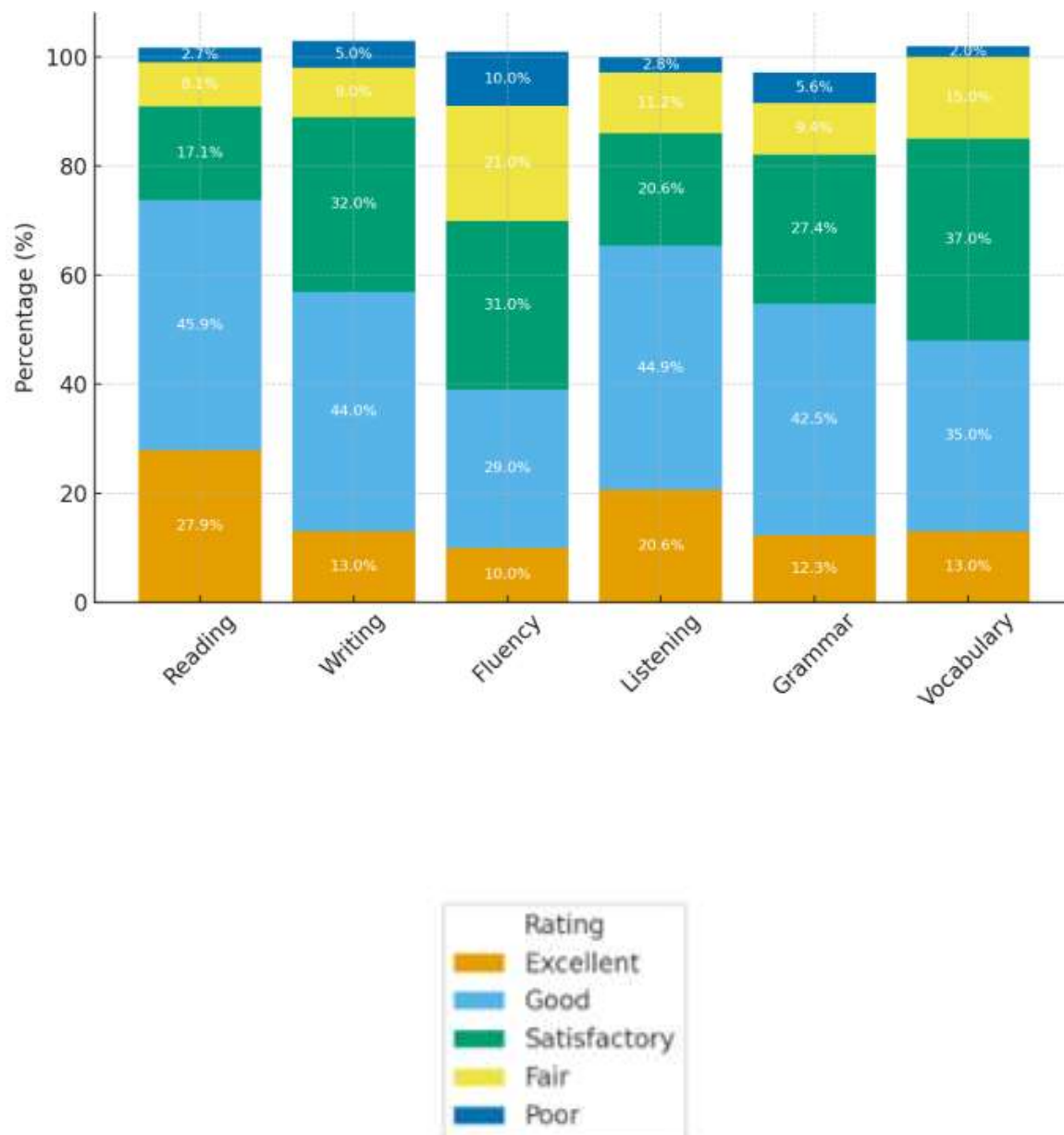
The survey data demonstrates that most of the participants evaluated their level of grammar skills in a positive way. In particular (table 21)13 respondents (12.26%) gave the response of excellent and 45 respondents (42.45%) gave the response of good resulting in a summary positive response of about 54.71%. It means that over fifty percent of the respondents are sure about their grammar skills. In the meantime, 29 respondents (27.43%) found themselves rating their grammar as satisfactory, which implies an average degree of confidence, whereas 16 respondents (15.04%) rated their grammar as fair or poor, which implies that they can work to improve their grammar. In general, the findings indicate a relatively bright attitude to grammar skills and specific training can be applied to define weak sides.

Table 22*Vocabulary Analysis of Likert Scale*

Rating	Frequency	Percentage
Excellent	13	13.00%
Good	35	35.00%
Satisfactory	37	37.00%
Fair	15	15.00%
Poor	2	2.00%
Total	102	100%

Note. Data collected and analyzed by the researcher from own primary data

The findings (Table 22) of the survey indicate that there is a moderate level of positive attitude towards vocabulary skills by respondents. Although 13 respondents (13%) identified themselves as having excellent vocabulary and 35 respondents (35%) as having good vocabulary, which shows that almost half (48%) of them are confident in their skills, a somewhat even higher figure of 37 respondents (37%) identified themselves as satisfactory or moderately competent. Also, there were 15 respondents (15%) fair and 2 respondents (2%) poor, which represented a smaller group that might require additional assistance or improvement. On the whole, the results indicate that the perception of vocabulary skills can be described as positive but ambivalent, which implies that those who are not satisfied with their level must be developed in particular areas.

Table 23*English Language Proficiency Self-Assessment Results*

Note. Data collected and analyzed by the researcher from own primary data

By transforming the whole data of Likert scale in Table 3- the analysis of the score

distribution became easy to understand students' responses of ECS courses for maximum features. The researcher has constructed a bar graph for each category to compare and contrast the results. The given bar chart helps to visualize the language proficiency assessment results across different categories of Likert scale.

4.4 Summary of English Graduates' Self-Assessment on ECS courses

Reading skills overall 82% performance is high; most of the scores fall in the excellent and good categories. The majority of the discussed items are rated as good, while a large number of them indicated by "Excellent" correspond to the Excellent level. Writing skills from the ratings generated by the respondents on overall proficiency level can be considered to be moderate, with a majority of good and satisfactory ratings. The majority (57%) of the writing tasks fall in the good and satisfactory proficiency levels, which means that while the students are not weak in writing skills. Proficiency on fluency initiate fairly moderate level (59%), achieved by obtaining mean scores. This one is less proficient between fair and poor having reasonably high values implying a mix of proficiency levels a significant (31% combined fair and poor) amount of dissatisfaction. Listening availability of infrastructure, teaching language and students' contact, high satisfaction level (80%) with most of the scores falling under the good and excellent categories. The majority of being in the good and excellent show high proficiency. Overall grammar skills, has reasonably high level, with the majority of the participants conducting themselves at good and satisfactory levels. These are splited under good and satisfactory level, which implied fairly good skills among most of the population. Vocabulary skills found average to good level, which is sufficient for further training (20%), suggesting that their skills can achieve further enhancement, but their general competency is strong.

Chapter Five

Findings of Analysis

5.1 Introduction

This chapter describes the key results that were obtained based on the gathered information in terms of surveys and interviews that were made among English graduates and employers. This also aims at interpreting the impact of language aptitude of English graduates on their employability in and out of Bangladesh. The data will be explored thematically to resonate with the research objectives in accordance with the research questions, such as - (1) contribution of English graduates (2) complications in learning and implementation in employability (3) expectations of employers or demands on labor market in terms of English communication skills.

5.2 Overall Contribution of ECSCs on Private English Graduates

The findings of the Likert scale survey suggest the encouraging tendency on overall contribution of ECS courses of self-estimated level of proficiency in English language among Bangladeshi English graduates. Among 171 respondents, it was found that only 20% of English graduates described themselves as need more proficiency for fluency and vocabulary skills, maximum number (80%) has been found in three categories of excellent, good and satisfactory for rest of the four skills such as-reading, writing, listening and grammar. The data show that reading and writing skills were comparatively higher since the assessment of the university was text based.

Research Q.1 has tied up interview questions 1 & 6 with the survey question section A and section B (Q.1, 5, 6 & 9). All the HR representatives admitted that the interview phase is very

crucial for selecting interns or beginners. After that, they emphasized academic results (40%) to some extent. However, a written test is not required in the selection process for all companies. Sometimes references (10%) and the reputation of the university they highlighted to find the right candidate.

Question 6 was about employers' evaluation of English graduates' communication skills in a work environment- 'good' 20%,20% of employers said 'very good', 30% replied 'average', and the rest 30% mentioned 'above average'. Through survey question 1, it has been found that students spent quite a long time completing ECS courses, and on average, they have to complete four to six courses. These courses are beneficiary for students, as students ' evaluation Likert scale supports this point, and HR also has positive remarks on this.

In reply to the answer to research question 1, survey questions 5,6 & 7 have been posed in line with HR questions 1&6. About receiving extra advantage, 94/171(54%) replied that 'yes', they have got an added advantage in their career as an English graduate,41/171(23%) replied negatively, and the rest % said they are searching for a job. Question 6 from the survey questionnaire brought new insight that students face problems at their present job due to a lack of EC skills, whereas 60/171(35%) said that they don't face any problem at all regarding English communication skills. thus, these two have been showing a very narrow or short distance since 9% is not at work, and 36% did not reply, facing problems due to a lack of communication by 28%

Thus, Question 9 of the students' survey asked for the working skills and found 60% (an ability which is highest ability) of the teamwork capacity was developed through these ECS courses. Research question one has combined two stakeholders, where it has been found

that ECS courses are preparing English graduates moderately, though students are facing challenges in their current workplace due to a lack of English communication skills. Sherer and Eadie (1987) employability skills, such as oral and written communication, the ability to work in a team, and interpersonal skills, are foundational to both academic and workplace success.

5.3 Major Challenges Students Encounter in Learning English Communicative Skill Courses

Major challenges are not very acute though there is always a room for further development thus the Likert scale analysis give a better picture as a whole to understand the reality. 25 out of 171 respondents (15%) replied that they didn't face any problem. Others have mentioned different issues, such as the GTM method followed (27%) and technical issues (29%), such as insufficient support (15%) of the internet, and lack of language lab facilities (15%).

The qualitative results highlight the fact that English language proficiency is a primary employability skill and it is not a supplementary academic skill. The ten employers that participated in the interviews said that English is one of the main signals of professionalism, confidence and international preparedness along with other workable qualities.

One of the HR executives of a global company commented: 'Sometimes we also evaluate the English fluency in order to determine the level of communication skills as well as how an employee would represent the organization in international affairs. It was also shown in the results of the survey that graduates who were more competent in English, are more likely to get a job faster and be promoted faster, which implies that there is a direct

correlation between English competency and career mobility.

To answer of major challenges students, encounter in learning ECS courses, HR interview question 7 and student survey questions 2 and 8 have been posed. At first, from the employers' perspective, 40% agreed that these communication skills need improvement, and 40% highlighted course upgradation. From the student's point of view, questions 5&9 have been added to get the real picture. in question 9, students highlighted five points, such as teamwork, communication, leadership quality, personal management, and technical expertise.

Surprisingly, besides regularly offered communication skill courses, students replied 'yes' 91/171, 91% that they took other training or workshop or other involvement in the internet to boost their communication skills, 91/171 (91%) that they took other training or workshop or involvement in the internet to improve their English communication skills. Students are getting extra help from the internet as well.

40 out of 171 (23%) students replied that they did not take any other training or workshop to develop communication skills since their offered courses were enough to sharpen their communication skills. The rest 16 out of 171 (9%) replied that they were not at work, no reply 14%. Hossain (2019) states that the outcomes of English communication skills courses are not always satisfactory.

Tohura (2016) From the findings of the study, it was identified that the existing condition of English foundation courses in private universities is regenerating to cope with the students' needs for personal improvement, academic success, and job purposes. An added needs analysis survey conducted by Chowdhury and Haider (2012) established that the existing EAP courses have major drawbacks in meeting learners' expectations in using acquired skills for both academic and professional purposes.

5.4 Outcome of ECSC to Meet the Objectives in the Academic and Professional

Purposes

The qualitative findings underscore that English language proficiency functions as a core employability skill rather than an ancillary academic competency. All five employers interviewed expressed that English serves as a primary indicator of professionalism, confidence and global readiness. In high-value sectors -- such as banking, IT and development the ability to communicate in English was described as a threshold skill (Yorke, 2006), determining both recruitment and advancement.

An HR executive from an international firm remarked: "We assess English fluency not only to gauge communication skills but also to measure how a candidate might represent the organization in global interactions."

Survey results also indicated that graduates with stronger English skills tend to secure employment more quickly and receive faster promotions, suggesting a direct link between English competence and career mobility.

To get a clear answer, both from the students and HR about the role of communication skills of English graduates in employment, R.Q. 3 has been included. Under this theme, Students' Q (3,4,5,6,7,8,9) and employers' interview questions (3,4,5) have been arranged. The findings are from question-3,4,5 both sides of students' and employers' support. Students replied that the communication skills course was very supportive or 'helpful'(96%), and employers replied that the English graduates' communication skills are 'workable', 'better', and average. 50% of employers have replied with the same answer.

Students question 4, 165/171(96%) replied that communication skills courses play a vital role in developing English communication skills, and at the same HR also replied (60%)

positively on this issue. Being an English graduate, they have received an added advantage in their workplace 54% said this, whereas employers prioritized this issue with other working skills, such as teamwork, leadership, communication skills,

After analyzing the interview part of HR, the researcher has found that ECS (English Communication skill courses) are helping graduates to improve their English language skills at the tertiary level, though this fact is not common for all the private university English graduates. Some universities and some English graduates are being produced with high potential and skills; on the other hand, others are not. The rest of the private universities and their English graduates are not properly groomed with their ECS courses, which have been voiced by both HR and students. This point is the first research question of the study. If we want to take full advantage of the 'Demographic Dividend' (Hasan, 2021) there should be a place for both stakeholders: all the private universities and HR. which have been told by Tong & Gao (2022), that the study verified that employability of business English graduates reached the standard of talent training and met the requirements of employers. There were differences in employability by gender, places of origin, and educational institutions. From this study, it could be inferred that the cultivation of English majors should be multi-dimensional.

Hasan's (2015) findings show that these introductory English courses are helping tertiary-level students and creating more opportunities to improve English communicative skills. Rahman et al. (2019) state the significance of English in the global world and that English language teaching in Bangladesh has become a subject of supreme concern in maintaining economic growth and developing a skilled workforce. The main findings of the study show positive feedback from the respondents (Rashid & Chowdhury, 2013). Thus, to facilitate graduates' employability, proficiency in English is needed for employees to

progress in both local and international companies, along with their technical knowledge and skills.

5.4. Major Findings

Figure 1

Major Findings from HR Interview and Student Survey

Employer's View		Overall Performance of English Graduated at Work
1	English graduates' competence in the job sector	Competence level is not the same for all
2	Skills in the English Language	Workable, Average
3	International Performance of English graduates	Doing better, Not Satisfactory
4	Essential skills for employability growth	Dedication, learning ability, technical expertise, hard work, discipline
5	Preparation for the 21st century through the English Language	Needs improvements or Upgradation

Note: Researcher's Findings

Major findings from this study have revealed a connection between employers' expectations and the overall performance of English graduates in the workplace. Employers have found that English graduates are generally competent in their chosen job sector, although this level of competence varies from individual to individual. Next, regarding

English language skills, employers consider it workable, and the standard is average. Language performance is not always at a satisfactory level internationally. It is noteworthy to mention that essential employability skills are common in English graduates, while English communication skills are considered good from the employers' perspective. Now, it is the right time to prepare for the 21st century's challenges through more English communication skills courses, and an upgrade to make a significant contribution.

The results obtained in this chapter highlight the fact that English graduates' language proficiency can be regarded as both a technical and symbolic resource in the determination of employability in the changing labor market of Bangladesh. Although English is formally believed in higher education institutions as part of graduate competence, communicative and workplace-focused teaching is not always operationalized as a way of ensuring the realization of this academic concept in the pedagogical models of the institutions. This means still there is a considerable percentage of the graduates who are not well equipped to work in globalized environment though nationally English graduates have secured a positive position in job market.

Chapter Six

Discussion

6.1 Introduction

This chapter provides an illustration of results disclosed by chapter five in line with the theoretical framework and the available literature. The discussion objectives are- to integrate the empirical data with the extended economic issues in the role of English graduates in the area of employability, human capital growth and the Cambridge Employability Skills Framework of ELT (2014) in the context of Bangladeshi settings. It also provides feasible and policy-based suggestions to improve orientation of the contribution of English graduates and their effects on employability in open market economy. The chapter ends with implications of the research to pedagogy, institutional reform and future research.

6.2 English Graduates Performance as Employability Capital

The results of this study support the claim that the English proficiency is a linguistic capital (Bourdieu, 1991) for Bangladeshi labor market. The symbolic value of English graduates is further supported by the fact that employers consider it a proxy of intelligence, confidence and professionalism. This is the same argument presented by Graddol (2006) according to which English is now a necessity to be included in the global economic environment. These theories strongly supporting this research since the result of the study has also echoed English graduate's competency level aligned with their communication excellence and employability skills (80%) both combinedly contributing our national economy.

6.3 Theory of Human Capitalism and English Graduates Communicative Competence

The results are consistent with the Human Capital Theory (Becker, 1993) according to which a human investment in language skills increases employability and productivity. Advanced English proficiency gave graduates a higher employment rate and a superior career advancement, which shows a quantifiable economic pay off to linguistic competence. However, this study also found that the level of linguistic skills is not the sole factor; the employers focus on a wider set of communicative skills, such as collaboration, negotiations, and cultural sensitivity.

Linguistically speaking, the results are a continuation of the theory of communicative competence developed by Hymes (1972), where employability is being based not just on grammatical correctness but on pragmatic and sociolinguistic correctness in occupational settings. Therefore, re-defining English communicative skills courses as context-dependent, genre-dependent and aim-oriented instead of considering it as an objectively abstract academic ability.

This research has revealed that English graduates have gained an acceptable level in terms of English language competence in different workplaces nationally. While in some job sectors they have just scored above average, in others their performance was rated as being very close to satisfactory. Their performance is between very good and satisfactory. It is also observed that English graduates are performing reasonably well in many of the quality aspects of employability, and by catching up on dimensions in which they have shortcomings, they can be a recognizable force in the corporate scenario of Bangladesh. This research has also found that internationally private university English graduates are not considered to be satisfactory in terms of their English language performance; they are not regarded as average either. While in some criteria they have just scored below average, in others their

performance was rated as being very close to not satisfactory. Their performance is between average and low.

Private universities can use the factors identified as most crucial for evaluating employees to improve their ECSCs. Also, it can be interpreted from the requirements set by the employers and the interview patterns that some of the most important qualities sought in a university graduate by employers are communication skills, adaptability, commitment, dedication, learning ability, hard work, discipline, social skills, functional knowledge, subject knowledge, adaptability, critical thinking, curiosity, technical knowledge, adaptability, good networking.

This study has also found that employers' right attitude towards interns or beginners should be neutral since consideration for public university students is preferred, thinking that it will be beneficiary for the work environment in comparison with private university students. There are only a few private universities that have overcome the stereotypical impression of private universities. Employers have recognized a few universities as of high quality, but most of the private universities have failed to impress them.

To overcome the gap between the expectations of employers and the quality of the graduates, the perceived quality of the ECSCs of private universities has to be improved. The qualities sought by organizations can be identified, and the universities can then work to equip their students accordingly. Since in the current scenario, private universities are catering to a large portion of employer needs, they must come off as credible, which will facilitate their image as proper and dependable higher educational institutions. At the same time, it will give the graduates a better standing in the eyes of the employers, thus the contribution of ECSCs will enhance the country's socio-economic growth.

As a result, to enhance the perceived quality of the ECSCs of private universities to meet the expectations of the employers, there is a need for improvement. One cannot choose the qualities organizations are seeking and then prepare students in those universities to meet those specific qualities. This is because in the current scenario, private universities are already meeting a large proportion of the employers' requirements for employees; therefore, they need to appear credible, which will then help build their image as proper and reliable higher education institutions. On the same note, the graduates will have better standing with the employers, as will be evidenced by the contribution of ECSCs to the nation's socio-economic development.

ECSCs can give more emphasis on other technical skills, as indicated by employers, such as analytical skills, problem-solving skills, because they are the two most valued technical skills. In this regard, our English graduates must be updated on 21st-century employability skills like communication, team work, and information technology.

Problem-solving skills, self-starter and enterprising, planning and organizing, self-management, and personal development. For the same case, these graduating English students can be initiated by some concerned skills such as corporate knowledge, enhanced communication skills, up-to-date case-based study and executive training, subject-specific knowledge, adequate business research, linkage between university and industry training, and professional development, etc. A clean and coordinated effort would be made by all three stakeholders-

- i. Private university
- ii. Students' expectations
- iii. HR requirements

To close the gap between the efficiency of the employability skills developed in English in graduates and the global competence that the country needs. The study's findings could provide a starting point for any subsequent research to be conducted on the employability of the graduates of private universities, faculty members. University administration may use the findings to justify the need to review or update the curriculum of the ECSCs and also assimilate other employability skills identified by other researchers into the curriculum. They may also alter the process of how situations and content areas are taught to foster the employability skills of the students. Moreover, the research elaborated on the graduates of different faculties to find out what positive steps can support the promising future of sustainable economic development.

Chapter Seven

Recommendations & Conclusion

7.1 Recommendations

- **Reformation of English Communication Skills Courses:** The curriculum of English communication courses in universities should be reorganized to incorporate more viable profession-oriented units. Modular courses ought to shift the focus on grammar and literature towards ESP courses, the use of authentic communicative activities and combination of digital literacy and cross-cultural communication.
- **Pedagogical Innovation:** ELT must take the communicative and task-based models (Nunan, 2003) that encourage interaction and use of language in the real world. The faculty must be given the opportunity of constant professional development.
- **Organizational Teamwork:** The government agencies, University Grants Commission (UGC) and the employers at large should join common platform in order to create a national plan on English communicative skills courses and employability framework to meet short-term and long-term goal according to the market demands.
- **Equity and Accessibility:** The targeted intervention is necessary to have fair English education particularly in state universities and in the country districts.
- **Assessment Reform:** Performance based tests on practical communication skills should be used to supplement traditional tests.
- **Theory and Practice Implications:** The results can be used in the theoretical discussion of language and employability because they show that linguistic competence shaped the socio-economic framework of symbolic capital. In practice, this study raises the issue of

knocking the English education more profitable.

- **Curriculum Alignment with the Market:** The ongoing disjuncture between job market requirements and language instruction in higher education is an indication of pedagogical inertia. The majority of university English programs are still filled with literature-based and grammar-oriented learning, which, though educational to academics, do not completely prepare the graduating students with the communicative skills when they enter the employment world internationally. This can be endorsed by the fact that English communicative skills courses not always have functional relevance to occupational realities as pointed out by Hyland (2013).
- **Future Research Recommendations:** This research proposes an interdisciplinary approach to the educational-labor interface, by using the insights of applied linguistics, education policy, labor economics, longitudinal studies, comparative cross-national analysis, role of technology, employer-education partnerships, sociolinguistic research, practical and policy implications, curriculum modernization, language and employability policy, assessment reform, bridging applied linguistics and employability studies.

7.2 Conclusion

In conclusion, English graduates and English communicative skills courses can be viewed as a type of linguistic capital, which allows not only socio-economic mobility but also preparing skilled workforce to contribute national economy. This paper expands the model by highlighting the situational conditions of language skills though, the Human Capital Theory is based on the assumption that the acquisition of skills enhancement labor productivity. This research has addressed the findings concerning of ECSC impact and outcome of English graduates' overall performance following the Human Capital Theory under theoretical frameworks and bring out both opportunities and barriers of English graduates. The general

purpose of this research was to investigate the influence of English graduates' proficiency on the outcomes of employability in Bangladesh and also to find out the degree in which higher education institutions equip graduates to work in English mediated work settings. The research has presented a multidimensional view of the problem based on a mixed-method design with surveys, semi-structured interviews and document analysis. In a nut shale, majority of English graduates has been found moderate with oral communication skills. Employers have confidence that English graduates are competent with convincing employability skills, which affects recruitment, promotion and integration at the workplace. Nevertheless, there is a discrepancy between the English programs offered with what is looked-for in present market.

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Appendices

Appendix A: Interview Questions for Human Resource Officer (HRO)

Dear Participant: The information you provide in this interview is going to be used for academic purpose and will not be disclosed to anybody or organization for whatever reason. Your identity will remain confidential and will not be mentioned in any documents or report.

The interview may take 8 to 10 minutes of your valuable time. I will appreciate your deliberation in this regard. For accuracy, I need your permission to audio-tape this conversation.

1. On what basis do you select the interns/beginners? Please mention the criteria you consider such as-

Academic results

Reputation of the university at which the student is studying

Reference

Written test

Interview

Others (Please specify) :

2. Do you think private university is producing competent English graduates to meet the demand of the job sectors?

3. How are Bangladeshi English graduates doing in job market with their English language skills?

4. How are Bangladeshi English graduates doing in international job market in comparison with graduates from other countries?

5. Which skills are essential for employability growth from your point of view?

Please tell me about them (team work, critical thinking, emotional intelligence, collaboration, leadership & global citizenship, digital literacy)

6. How do you evaluate English graduates' communication skills at your work environment?

7. Do you think communication skill courses offered by private universities are preparing graduates to meet new challenges of the 21st Century?

Thank you very much for your time and cooperation!!

Dear Participant: The information you provide here is going to be used only for academic purposes and will not be disclosed to anybody or any organization for whatsoever reasons. Your identity will remain confidential and will not be mentioned in any document or report.

Appendix B: Survey Questionnaire for Students

A. This part of the questionnaire is a self-evaluation on your performances in language skills as a result of taking communicative skill courses at your university.

Note: On a 5-point Likert scale (from 'Excellent' to 'Poor', please tick the best option for your answer.

Statement: My Communication levels in English language have been enhanced after completing communicative skill courses at my university

5 Point Likert Scale					
Performance of Language skills	Excellent	Good	Satisfactory	Fair	Poor
Numbering	(5)	(4)	(3)	(2)	(1)
Reading Comprehension					
Writing ability					
Fluency in speaking					
Listening					
Grammar					
Vocabulary					

C. Please briefly answer the open-ended questions:

1. How many courses have you completed in English communication skills at undergrad/graduate levels ? Please list them here:

Undergrad:

Graduate:

2. What problems did you face in pursuing/ learning the communication skill courses at your University? Please list them here

i.

ii.

iii.

iv. Others

3. To what extent do you think that these courses will meet/have met your English language communication skills in your career?

4. What role do you think English communicative skills are playing in the Bangladesh job market?

5. What additional opportunities or incentives have you received as a graduate in English in your career? Please mention them here:

6. Do you face any problems and discrimination, or disadvantage in your present job due to a lack of communication skills in the English language? If so, please mention that here:

7. Do you think that communication skills courses are designed to meet today's socio-economic challenges?

8. Have you taken any other training or workshops to develop communication skills besides courses offered by the university? Please mention them here:

9. How do communication skills influence other working skills? Put numbers according to your choice.

- Collaboration and Teamwork
- Innovation and Problem Solving
- Critical Thinking and Decision Making
- Leadership and Global Citizenship
- Personal Development and Management
- Emotional Intelligence
- Digital Literacy

Thank you very much for your time and deliberation

Appendix C: Demographic Profile of Human Resource Officers

Organization	E1	E2	E3	E4	E5	E6	E7	E8	E9	E10
Type of Organization	A top organization in the private sector of Bangladesh	Airline company (Ltd)	A pharmaceutical company Ltd	An Advertisement Company (Ltd)	A Foreign NGO	A Multinational Company	A Healthcare Company	A RMG Buying Company	Freelancer	A Production House
Designation	M.D	HR Head	Senior HR	HR Head	HR Manager	HR Manager	HR Officer	HR Head	HR Manager	HR Manager
Experience in recruiting graduates	25	17	15	12	18	20	8	23	20	10